
**OFFICE OF THE ASSISTANT SUPERINTENDENT FOR
EDUCATIONAL SERVICES**

TO: DR. MIKE RIGGLE
FROM: BARB DILL-VARGA
SUBJECT: CURRICULUM REPORTS
DATE: 1/8/2009
CC: BOARD OF EDUCATION

At the regular board meeting on Monday, January 12, 2009 we will be bringing forward the curriculum reports from each school. While Associate Principals Cameron Muir (GBS) and Rosanne Williamson (GBN) will provide an overview of the findings, many instructional supervisors will also be in attendance to address board questions. Instructional Supervisors of like departments have worked together, whenever feasible, to align their review cycles and to share common issues and observations.

The Board will remember that these reports are a function of our ongoing educational planning process through which departments systematically review their entire curricula during a five-year period. In the past the Board has reviewed these reports in June or July. For several reasons, last year Bob McCollum, Rosanne Williamson and I decided that it made more sense to bring them forward at this time. June is an extremely busy time for instructional supervisors as they work to “close out” the school year. More importantly, much of the content of the reports is “old news” by June. Reviewing the reports in January is closer in proximity to the end of the process it summarizes and to the new course proposals and new textbook proposals reflected in the report’s recommendations. This adjustment worked well last year and this January will be the second time we utilize our realigned timeline.

Each department report indicates which courses were reviewed during the past year and a brief description of the process used for that review. If there were additional initiatives outside of the review process, these are noted as well. Of most interest will be a brief description of the findings, subsequent recommendations, and departmental action plan to address student needs. They also include a summative evaluation of any new courses after three semesters of implementation, if applicable.

As always, we will be happy to answer additional questions the Board may have Monday night.

Glenbrook North High School
Educational Planning Process
Department Curriculum Reports – January 2009

Table of Contents

1. Applied Technology	Pages 2-6
2. Business Education	Pages 7-12
3. English	Pages 13-16
4. Family and Consumer Science	Pages 17-22
5. Fine Arts	Pages 23-27
6. Foreign Language	Pages 28-37
7. Mathematics	Pages 38-42
8. Physical Education	Pages 43-49
9. Science	Pages 50-52
10. Social Studies	Pages 53-60
11. Special Education	Pages 61-64

GBN Applied Technology Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

Small Engines 161
 Welding 161
 Construction Skills for Service 161
 Metals 263

B. Process

The Applied Technology teachers met and discussed several recommendations for the curricular areas of Small Engines, Welding, Construction Skills for Service, and Metals.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
MetalsTech263	Arch 163	Arch 263	Autos 361	Small Eng 161
Arch 363	Woods 161	Autos 261	Drafting/CAD161	Welding 161
Welding 261	Metals 161	MetalsTech163	Woods 261	Cons Skills161
Autos 161	Arch 463	Plastics 161	Sci-Tech 163	Game Des 161

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:

Course or Initiative: Small Engines 161

III. Findings

- The current curriculum covers: basic engine operation, basic two and four stroke principles, internal combustion engine theory, measuring tools and procedures, engine rebuilding and machining processes which include valve and valve seat preparation.
- The current engines used in the class are 10 years old and need to be replaced. Current engines have missing and broken parts.
- Additional specialty tools need to be purchased to allow students to experience the machining process related to rebuilding small engines.
- Field trips to current small engine repair facilities will allow students to explore career opportunities as a technician as well as shop ownership.
- Storage and storage containers are lacking for engines, extra parts, and training aids.

IV. Recommendations

- Replace existing engines with new engines.
- Purchase specialty tools as required for students to get more proficient in rebuilding the engines.
- Field trips should be taken to enhance curriculum and expose students to careers being offered in this field.
- Purchase storage containers for engines and training aids.
- Build shelving to accommodate storage containers for class supplies.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Research strategies that can be integrated into the class. Contact businesses so class field trips can be taken during the semester.			Purchase new engines and specialty tools for class utilizing grant funds. Organize area to house classroom supplies. Provide additional field trip opportunities

Course or Initiative: Welding 161

III. Findings

- Currently, this class covers arc welding, flame cutting, and brazing. Throughout the semester, students design and construct different types of welding projects.
- At the present time, the gas welding stations are over 25 years old.
- When using the compressed air in the shop there is a lot of water in it.
- Some of the Arc welding machines are old and not completely functioning properly.
- The class is experiencing students enrolling that have a wide range of ability levels. There are some classes that may have 7-9 special education students enrolled. This is getting to be a concern for the teacher due to the complex machinery that is being used and the type of assistance the students need in the class.

IV. Recommendations

- Design a unit on careers in this growing field and plan some field trips that will allow the students some real life experiences.
- Replace the older manifold gas regulators, torches, and hoses.
- Place a drier on the compressor in the Autos shop.
- Replace the old Arc welders with new higher capacity machines that also can do TIG welding.
- Monitor the number of students enrolled in this class due to high number of special education students who select this class and/or obtain some Instructional Assistant support from the special education department. This will facilitate students getting additional help in understanding the equipment utilized in the class.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Design unit to introduce career exploration into the curriculum.			Purchase new machines and components for the class utilizing grant funds.

Course or Initiative: Construction Skills for Service 161

III. Findings

- The title to this class was changed in 2007. This was done due to the fact of declining enrollment and a change of focus in the class.
- The current topics of the course focus on prepping students for the tasks they will encounter as part of Habitat for Humanity and community service home projects.
- Models and mock-ups will be large and will require additional space than can be provided in the classroom.
- Multiple small groups of students working independently on projects will require multiple sets of standard tools.

IV. Recommendations

- Due to the focus of the class being changed, the teachers will create units on framing walls, laying sub flooring, dry walling, electrical end point termination, phone/data line termination, and trimming.
- The department will publicize the new name and focus to get students to enroll in this class.
- Secure space within an unused area where students can safely construct and temporarily store projects.
- Purchase additional sets of standard construction tools such as hammers, levels, drills, screwdrivers, and wire cutters.

VI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Design assignments that will prepare students to complete community type home projects.			Purchase needed tools to assist students on completion of new projects utilizing grant funds.

Course or Initiative: Metals 263

III. Findings

- During the summer of 2008, new computers were installed and networked in the lab.
- In the fall of 2006, Mastercam X software was installed.
- Majority of the C.N.C. (Computer Numerical Controls) are over 10 years old.
- In summer of 2008, new large capacity mill was bought through grant funds.
- In fall of 2008, new controller for REDCAM was installed.
- The class is experiencing students enrolling that have a wide range of ability levels. There are some classes that may have 7-9 special education students enrolled. This is getting to be a concern for the teacher due to the complex machinery that is being used and the type of assistance the students need in the class.

IV. Recommendations

- New software (Mastercam X3) and additional copies of Mastercam are need to keep up with the industry standards.
- The current curriculum needs to develop new projects that will allow the students to take advantage of the additional features offered in the new Mastercam software.
- Monitor the number of students enrolled in this class due to high number of special education students who select this class and/or obtain some Instructional Assistant support from the special education department. This will facilitate students getting additional help in understanding the new features of the software and new technologies being integrated in the class.
- With the addition of the new software, additional CNC machines need to be purchased to take advantage of the new project designs the students will be able to create.

VII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Staff development on the Mastercam X3 software. Develop new student projects based on new software features.			Update Mastercam to X3 at no cost to district.

GBN Business Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

Consumer Education G 161
 Consumer Education Honors 171
 Keyboarding 161

B. Process

The Business Education teachers met and discussed several recommendations for the curricular areas of Consumer Education G, Consumer Education Honors, and Keyboarding.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Comp Apps 161	MultiApps261	Con Ed 161	Con Ed G 161	CareerPlace161
AdvBusLaw261	Management161	Accounting161	ConEdHnr 171	Bus Math 163
Marketing 161	BusinessLaw161	Intro Bus 161	Keyboard 161	

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:

Course or Initiative: Consumer Education G 161

III. Findings

- Consumer Education is a required class for seniors. In this class, the students are taught life skills in the areas of investing, credit, money and banking, taxes, purchasing and leasing a car, budgeting, economics, credit, insurance, renting an apartment, and identity theft. Passing the course is a requirement by the state of Illinois for graduation.
- During the semester, students will use a binder rather than a textbook. The staff teaching this course updates these binders yearly so students will have the most current information on these topics that is available.
- This G-level course serves students who may not be successful in a regular level course. In this class the teaching staff uses more visual strategies, designs projects that are computer-based, and incorporates assessments that allow these students to be successful.
- In reviewing course objectives, the department continues to carefully align the curriculum to the mandated Illinois State Board of Education standards for Consumer Education. Consumer Education is the only course offered at GBN which fulfills the Illinois Consumer Education requirement for graduation.

IV. Recommendations

- Based on the skills students are expected to become proficient in for this class, it has been recommended to spend more time to go over topics in depth, utilizing a variety of teaching methods, as opposed to covering more sub-topics. The course will still cover the essential curriculum that is required by the state. An example, of an additional topic that would be covered more in depth, since our students could be looking into this in the very near future, would be the renting of an apartment unit by:
 - Going over a checklist of landlords and tenants rights
 - Showing a video of what to look for in researching an apartment
 - Finding an apartment online
 - Going through a rental application
- As we may face increasing laptop usage by students, this would enhance the incorporation of computer-based projects and better support the visual learner.
- Teachers will continue to research materials that are the most relevant for the subject matter being taught. This information will be inserted into the student binders so they will be learning the latest laws and newest findings.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Teachers will update materials in student binders. Additional research will be done to incorporate other resources into the class.			

Course or Initiative: Consumer Education Honors 171

III. Findings

- This course is offered both semesters of the school year. The class is only offered to seniors with few exceptions to juniors to meet the state consumer education requirement for graduation. Students are required to purchase a binder consisting of guided notes sheets, articles and assignment sheets.
- Historically, enrollment in the Consumer Ed Honors course has fluctuated, resulting in classes being offered only one semester, or not being offered at all. Last school year (2007-2008) Consumer Ed Honors was offered in conjunction with a regular Consumer Ed class. This was not the most beneficial solution for the students due to the fact that there were two levels combined in one class. This did not allow for sufficient differentiation between regular Consumer Ed and Consumer Ed Honors. Guidance counselor recommendations determine the students who enroll in Consumer Ed Honors.
- The community, student interest, and the current state of the economy warrant in-depth exploration of the concepts discussed in Consumer Ed Honors.
- More honors students are requesting to take this course online. However, teachers feel with the current state of the economy and real life situations students are being exposed to (at an early state of their maturity), online courses do not offer the valuable components that are offered during the 18 week semester course. These experiences consist of guest speakers, visual resources that are integrated into the course, and the valuable collaboration among students that is required to complete a number of projects and assignments in the class.
- In reviewing course objectives, the department continues to carefully align the curriculum to the mandated Illinois State Board of Education standards for Consumer Education. Consumer Education is the only course offered at GBN which fulfills the Illinois Consumer Education requirement for graduation.

IV. Recommendations

- Have a stand-alone Consumer Education Honors class offered each semester, every school year, if student registrations are sufficient. The teachers are recommending that Consumer Education be the only course that students are allowed to take at GBN in order to meet the Illinois Consumer Education requirement for graduation. If other courses are substituted, this would be a disservice to the students because the skills that they learn in this class are applicable throughout their adult life.
- To differentiate this class from the regular Consumer Ed, the following has been incorporated:
 - Current event articles associated with each unit of study are student selected and then reported to the class in an informal presentation.
 - The teacher acts as a facilitator for many of the units that are offered throughout the semester. As the facilitator, the teacher, provides a rubric outlining the objectives of the unit that are to be covered in the assignment. The results from the students' research are then presented

to the class in a group format. This approach allows for students to take a more active role in their learning.

- Assessments now take a multi-faceted approach. The format of these assessments usually consists of multiple choice, calculations, definitions, and essay. The objective of this assessment is to allow students to demonstrate an analytical understanding of the material.
- Collaborative group work has been added to this class to allow for students to simulate a college atmosphere and to prepare them for an environment that they may face in a future career.
- Students will complete various projects including: Stock Simulation Project, Budget Project, Housing Project, Economics Presentation

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Research additional resources that can be integrated into the curriculum that will enhance the concepts being taught.			

Course or Initiative: Keyboarding 161

III. Findings

- Keyboarding is a popular elective that teaches students typing skills as well as basic computer skills needed in today’s society.
- The current generation of students commonly arrives in high school with poor typing and computer skills based on poor skills gleaned from text and instant messaging.
- Adding MicroType and MicroPace software in 2001 helped to measure speed and accuracy and has greatly improved the class’s efficiency.
- In the past couple of years, an element of word processing and creative writing was added to the curriculum to enhance students’ skills and increase student engagement.

IV. Recommendations

- The teachers would like to add more writing skills, such as cover letters, résumés and making editing changes to additional documents. This practice would allow their keyboarding skills to be applied to real life situations.
- Upgrading the MicroType/MicroPace software 2001 to the 2008 version would take advantage of new features that would help measure and improve speed and accuracy.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Investigate and research the new features of the new software.			Purchase MicroType/MicroPace 2008 software utilizing grant funds

GBN English Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

English 463

English 473

B. Process

During department and instructional meetings the 12th grade team identified the need to review and revise the following elements of the curriculum:

- Examine the focus of the senior year: Culmination of four year program and transition year to prepare for college
- Creation of the senior team’s unifying experiences
- Analyze current senior English courses and compare to those of surrounding districts
- Revisit the list of core literature, find common texts, decide what changes are needed
- Pilot the lessons developed during the 463 summer curriculum project
- Develop instructional methods that incorporate technology into lessons

C. Additional initiatives (outside of review process)

- Creating a common grading rubric for the Junior Research Paper
- Integrating a common speech project into sophomore curriculum
- Updating the Research Skill Continuum for all 4 levels
- Developing and implementing a Reading and Writing Resource Center incorporating the RtI requirements.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
12 th Grade English	English Electives	9 th Grade English	10 th Grade English	11 th Grade English

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
American Studies

Course or Initiative: English 463 & 473

III. Findings

- Current research suggests the purpose of senior year is both a culminating experience and the transition year to college for students
- Teachers all agree that English 463 needed an identity
- Offering AP Language and Composition as a senior elective will give more students the opportunity to take an AP English course
- There is a need to include more non-fiction texts in the English 463 course
- There is a need to include a variety of experiences in the English 463 course including media studies and project-based activities.
- Many teachers of seniors are now using Wikis, blogs, and digital story projects in their classes

IV. Recommendations

- Revise senior course titles to align with level of the senior course offered
- Offer the English 483 AP language course to senior students
- Create a title for English 463 that appeals to students’ interests, is acceptable to colleges, and maintains the integrity of the other senior course offerings
- Additional professional development time is needed to develop instructional methods that incorporate technology

V. Department Action

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
<p>Alignment of senior course titles</p> <p>Title Change for the English 463 course created</p> <p>Offering the AP Language and Composition course to seniors</p>	None	<p>-Creating lessons for <i>AP Language and Composition course</i></p> <p>Revising the curriculum of the 463 to include projects that reflect its new identity</p>	As identified in the summer curriculum work	No additional staffing needed.	

Course or Initiative: American Studies

The American Studies class is in its third semester, and therefore up for initial review. The course teachers, along with the English and Social Studies Instructional Supervisors, have reviewed the course according to the areas identified in the course proposal.

III. Findings:

Curriculum

In its first year, the American Studies teaching team quickly identified their desire to create more opportunities for integration. The teachers worked together to plan for these opportunities, but the scheduling and registration issues (see below) made them harder to implement. At the same time, the make-up of the class made it more difficult to integrate. After these initial challenges, we put a new teaching team into place, given the upcoming retirement of one of the original team members. Katrina Roloff and Kerry Galson worked hard over the summer of 2008 to revise the curriculum. They have created truly unified opportunities of team teaching and integration at least once in each unit of study. They have added a primary source reader to the course, and are committed to seeing the course enrollment increase; however, this past year has created some disillusionment among students and some challenges for the teachers.

Scheduling and registration issues

In its inaugural year, American Studies had over 40 students, in two sections scheduled back to back; the English teacher and Social Studies teacher had a common planning time built into their schedule. The target group for the course included average students that would benefit from an interdisciplinary approach to learning. In its second year, 20 students are enrolled in one section, and the student composition includes many students who enrolled in the class because they believe it would be easier than the traditional regular level English/history courses. The classes are scheduled on opposite days; the teachers have common planning time, but each teacher has four or five preparations this year, and has found it difficult to find adequate time to collaborate. The decline in enrollment points to a need to better communicate with students, other teachers, and guidance counselors about the class in terms of the curriculum, structure, and course expectations. The lower enrollment led to the scheduling limitations, since it essentially became a singleton section, making it difficult to schedule the English and History sections back to back. Registration issues in other courses created the multiple preparations for the American Studies teachers. The Instructional Supervisors recognize the need to address the issues this year in order for the course to continue and be a successful addition to our high school offerings.

IV. Recommendations

- Ongoing summer curriculum work to build more collaborative units.
- Teachers and Instructional Supervisors should visit the sophomore classes to clearly articulate the American Studies course curriculum, structure, and expectations.

- Improve communication among Instructional Supervisors, teachers and guidance counselors regarding the American Studies course.
- Schedule two sections of American Studies back-to-back to optimize learning opportunities and foster better collaboration between teachers.
- Ensure adequate common planning time for both English and social studies teachers.

GBN Family Consumer Sciences Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

Teaching Internship & Seminar 461
 Psychology for Living 161
 Senior Foods 161

B. Process

The Family and Consumer Sciences teachers met and discussed several recommendations for the curricular areas of Teaching Internship and Seminar, Psychology for Living, and Senior Foods.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Fit for Life 161	Foods 161	Child Dev 261	Child Dev 161	Teach Int 461
IndepentLiv161	Child Dev 361	Clothing 261	Foods 361	Psych Liv 161
FCSCareers163	Clothing 161	Foods 261	Fashion 161	Sr Foods 161

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:

Course or Initiative: Teaching Internship and Seminar 461

III. Findings

- In 2007, a new course name was given to Child Development 461 (now Teaching Internship and Seminar). The teachers felt that this would help counselors, parents, and students have a better understanding of what the class is about.
- During 2008-2009, we have had an increase in enrollment/interest in this course. The teachers attribute this to updated curriculum, better advertisement of the Career and Life Skills course offerings, and higher enrollment in the beginning levels of Human Growth and Development. This class is offered in the spring to allow students to take the introductory levels in the fall. The staff is hoping to increase enrollment even further to allow for the course to be offered both semesters.
- Teachers are finding a large number of students interested in working with children but not necessarily only in the capacity of a teacher. The students have expressed interest in careers such as social worker, child psychologist, therapists, and pediatricians.

IV. Recommendations

- The teachers are looking at moving to a different approach, which would allow students who are interested in working with children for example, child psychologist, social worker, pediatrician, and other occupations, to job shadow and possibly intern with a professional in the field. This curricular addition would require the staff to integrate assignments and objectives that would be associated with the student's individual needs.
- Prior to registration for the 2008-09 school year, the staff will publicize the shift in the course objectives to be sure that students who have an interest in these types of careers will enroll in this course to take advantage of this wonderful opportunity.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	New course for the 2009-2010 school year that will complement this course.	Staff will contact professionals that occupations related to children that would be willing to sponsor job shadowing opportunities and internships.			

Course or Initiative: Psychology for Living 161

III. Findings

- In this course, the curriculum focuses on teen issues. Some of the topics discussed are AIDS, depression, suicide, grief, eating disorders, drugs, alcohol, and death.
- The guest speakers and field trips that are integrated into the class throughout the semester enhance the curriculum.
- For the 2008 school year, enrollment increased to the point where we moved from 2 to 4 sections.
- Due to the popular topics that are discussed the special education department saw the value of the department adding a DLS section.
- The abilities of students enrolled in this class cover a wide spectrum.
- Discussions that are taking place in this class indicate that students and parents at Glenbrook North are trying to find ways to open lines of communication around these issues.

IV. Recommendations

- It would benefit the students enrolled in the class if guest speakers in the following areas could come to speak to the class: cancer survivors, hospice counselors, AIDS educator, and Alzheimer's Association.
- Research field trips that can be taken to enhance topics covered in class. Additional sites could be: local funeral home, Cancer Wellness Center, and Highland Park Hospital.
- Continue departmental recruitment presentations and peer-to-peer recommendations to increase class enrollment.
- Integrate into the class, student guided journaling. This method will allow students the opportunity to express themselves without feeling apprehensive about making a comment in a group discussion.
- Throughout the semester, provide times when parents will be invited to class to share their perspectives on the teen issues that are being discussed. This method could be a way of opening the lines of communication between parents and students.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Summer Curriculum project to find more current and relevant resources to integrate into the class.			

Course or Initiative: Senior Foods 161

III. Findings

- In this course, seniors are taught about food preparation tools and techniques, safety and sanitation, egg preparation, the making of quick and yeast breads, dishes prepared in the microwave, cooking with dairy products, how to prepare vegetables for a meal, the proper way to handle fruits, and what sound daily food choices should look like.
- The equipment in the 6 food labs is aging but still operational.
- Student worksheets need to be updated as trends in the kitchen change.
- This curriculum prepares seniors for independent living.
- An increasing number of special education students are enrolling in the class.
- The teachers are constantly updating recipes to keep up with current culinary trends.
- The department has experienced an increase in enrollment. Therefore, the North End is being used as a classroom. The tables and equipment are being used more than they were designed for and are beginning to show wear and tear in their appearance.

IV. Recommendations

- Continue to maintain all kitchen equipment and look into purchasing new storage refrigerators.
- Continue to update worksheets using the new text as well as current articles from a variety of sources.
- Since this is a class taken by seniors only, the level of classroom delivery and class management needs to be maintained so students can continue to be challenged with the course curriculum.
- Monitor the number of students enrolled in this class due to high number of special education students who select this class and/or obtain some Instructional Assistant support from the special education department. This will facilitate students getting additional help in understanding the equipment utilized in the class.
- The teachers will continue to substitute recipes in the curriculum that reflect current culinary trends.
- The number of Foods classes is increasing and therefore, the 6/7 blocks are using the North End as a classroom. In the near future, the furniture and equipment in this area will need to be replaced.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Updating assignment sheets and recipes to go into class binder.			

GBN Fine Arts Curriculum Report – November 2008

I. A. Courses reviewed during the past year

The Visual Arts area reviewed Graphic Design and Art Studio, both of which are semester courses.

In Music, the curricula of Electronic Music 161 and 261 were reviewed.

B. Process

In Visual Arts, Lee Block, Rob Milkowski, and Justin Gerbich met to review course goals and assignments for Art Studio. They are reviewing the efficacy and relevance of all assignments in Art Studio and continue to refine the sequence and design of all assignments. Rob Milkowski and Lee Block met to determine appropriate goals and assignments for the Graphic Design Sequence.

In Music, Rich Chapman is the only instructor of Electronic Music. Now that the lab is functional, he is revising the time, sequence, and assessment needed for all assignments in Electronic Music 161. More time is needed to research and design a full curriculum for 261.

C. Additional initiatives (outside of review process)

Currently, we have an .8FTE staff member (shared orchestra teacher for GBN and GBS). For the 2009-2010 school year, we will see an additional .2FTE increase, allowing us to offer an additional course. The course offering to be added at GBN is class guitar, which is presently being taught at GBS.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
AP Art 973	Treble Choir	Ceramics 161	Photo 161	Graphic Design 161
Honors Art 983	Varsity Band	Ceramics 261	Photo 261	Graphic Design 261
AP Theory	Freshman Strings	Ceramics 361	Photo 361	Graphic Design 361
Intro to Theory	TV Broad. 161	Ceramics 461	Photo 461	Graphic Design 461
Performance Skills	TV Broad. 261	Varsity Choir	Radio 161	Art Studio 161
Intro to Broadcasting 161	TV Broad. 361	Spartan Choir	Radio 261	Electronic Music
Advanced Improvisation	TV Broad. 461	Symphonic Band	Radio 361	Sports Broadcasting 161
	Drama 161	Advanced Acting/Directing	Radio 461	Sports Broadcasting 261
	Drama 261		Chorale	Sports Broadcasting 361
	Drawing/Design 261		Cecilian Singers	Sports Broadcasting 461
	Drawing/Design 361		Wind Ensemble	
	Drawing/Design 461		Symphonic Orchestra	

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
18%	16%	18%	26%	22%

Course or Initiative: Art Studio 161

III. Findings

We are currently updating our entry-level art curriculum to include assignments from Ceramics, Photography, Painting, Drawing and 2-D design and subsequently changing the name from Art Foundation to Art Studio to better reflect the nature of the class. We are continuing to teach the elements of art and principles of design, however, the scope of the materials, techniques, and medium will now include an experience from all studio areas including Ceramics, Photography, Painting, Drawing, and 2-D design.

This will enable students to have a comprehensive experience within the various content areas in art. Students will then be able to pursue a variety of courses with a better understanding of each studio area due the experiences gained from these hands-on assignments.

IV. Recommendations:

Anecdotally, we have received very positive feedback from our current students that the Art Studio (Art Foundation) class was necessary to build confidence, work ethic, and practice in a variety of media and techniques that are further developed in the advanced level classes that follow. Shared vocabulary, broader awareness, and higher execution levels are the resulting benefits found in the 161 level content areas as students continue on in the Art Department. These students find connectedness among the areas of Ceramics, Drawing, Painting, Photography, and Graphic Design and often enroll in multiple classes within the same semester and year.

The GBN Art Department follows a college model that is consistent with the experiences that our recent graduates confirm was the best way to prepare them for the colleges they attend. Colleges that visit our Art Department also commend our students' preparation for both University and Art School readiness due to the fact that most schools require a foundation experience before they allow entry into specialized content areas.

Course or Initiative: Graphic Design 161/261/361/461

III. Findings

Graphic Design is the ability to visually communicate a message to a targeted audience. A Graphic Designer is responsible for solving the visual issues involved in delivering these messages to the audience.

Graphic Designers today still face the same issues that designers faced ten years ago, but today there are many new tools that designers use to assist in their quest to visually communicate their messages. Today's designers still practice the traditional hand-manipulated practices of designing, but also incorporate the latest computer software packages such as PhotoShop, InDesign, Illustrator, and DreamWeaver. This computer knowledge allows them to manipulate photographic images and typography, speeding up the production that is associated with the creative process.

The Graphic Design curriculum at Glenbrook North incorporates a balance of the time-honored hand-manipulated processes with the latest in technology that designers are using. The assignments are sequenced from Graphic Design 161 thru 461, allowing students to build from their previous knowledge and aid in the selection of the proper tools to use in conquering all visual problems.

Students will continue to develop a digital portfolio in Graphic Design 261, 361 and 461. We have received positive feedback associated with the digital portfolios produced by the students. Our students' portfolios have given them a competitive edge in the college application process. We have found this type of supporting document to be immensely useful in supporting our students' applications.

In addition to the development of a digital portfolio, students will design a personal web site. A professionally developed web page also reflects current trends in the industry.

IV. Recommendations

We will continue to keep a balance of the traditional hand-manipulated component of Graphic Design while incorporating computer design when it is appropriate. The Graphic Design program at Glenbrook North will also work to stay current on the trends that are emerging in the industry.

Resources:

To keep current and to prepare our students for the real world experience we will need the continued support of the Mac computer platform.

Course or initiative: Electronic Music

Assignments in the Electronic Music curriculum are designed to give students an overview of musical concepts as well as computer based skills. The projects begin with basic lessons in music notation and build sequentially eventually leading to projects in composition, notation and digital recording. Students are asked to critically analyze their own work as well as the work of others based on a predetermined set of criteria. The emphasis is on individual creativity.

III. Findings

In reviewing the curriculum it was evident that the content that is being taught is still very relevant to the students but that the projects and software on somewhat out dated. Newer software with much more user friendly interfaces are available and would allow for less time learning the software and more time learning musical concepts. It was also determined that, with the addition of 11 extra work stations, the teaching methods would have to significantly change. In the past there were never more than 9 students working at a time and giving advice or assistance to those who needed it was possible. Now there could be as many as 20 students working at the same time and it is not possible to help all who need it. Therefore, it will be necessary to create project sheets with very specific instructions for the most commonly encountered problems. In essence, an FAQ sheet for each student. This will require going through each project and determining the areas where students might have questions and providing very specific instructions on the sheet. Another issue that was discovered is with the pacing of the class. Until this year, students were sharing class time on the computers and, therefore, only worked about half of the class period. Now all of the students are working all of the time. This may allow the inclusion of much of the Electronic Music 2 curriculum to be covered within this class.

IV. Recommendations

For the future we will need to continuously review the software used in the lab to determine if it is still relevant to the students and the projects designed for the class. At this time we have not made a final decision to recommend new software for next year. We will also need to determine how much of the level 2 curriculum can be covered. Monitoring the pacing of the semester will be important in making this determination.

GBN Foreign Language Department Curriculum Report – November 2008

I. Introduction

A. Courses reviewed this year:

- | | |
|----------------|------------------|
| 1. French 463 | 6. Russian 473 |
| 2. French 473 | 7. Spanish 463 G |
| 3. Latin 463 | 8. Spanish 463 |
| 4. Latin 473 | 9. Spanish 473 |
| 5. Russian 463 | |

B. Process

Committee leaders were selected to review the second year curriculum for the “G,” regular, and honors level of the courses listed above. The leaders were:

French 463/473: Nicole Abbott, Ann Koller

Latin 463/473: Joe Gerencser

Russian 463/473: Izabella Tashlitskaya

Spanish 463 G: Annahi Hart

Spanish 463: Norma Vakil, Beth Herrera

Spanish 473: Beth Herrera

C. Additional initiatives (outside of review process)

- Spanish G teachers and the French 473 teacher have begun using “Tell Me More,” an on-line foreign language course that contains activities for speaking, listening, reading and writing. Students took a placement test and will be tested on their progress and overall achievement at the end of the year.
- Spanish and French teachers are working on syllabi for dual-credit courses at Oakton. We are still in the discussion phase, but teachers are hopeful that we will be able to offer French and Spanish 273 and 373 (honor’s level classes) for college credit next year.
- The Russian 563/573 and AP will be reviewed this year, since they were new courses a year ago. See “New Courses to be Reviewed After 3rd Semester.”

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
French 563*	French 163	French 263	French 363	French 463
French 573*		French 273	French 373	French 473
French 583 AP				
	German 163*	German 263	German 363	German 463*
		German 273	German 373	German 473*
	Latin 163*	Latin 263*	Latin 363	Latin 463*
		Latin 273*	Latin 373	Latin 473*
Russian 563*	Russian 163*	Russian 263	Russian 363	Russian 463*
Russian 573*		Russian 273	Russian 373	Russian 473*
Russian 583 AP*				
Spanish 563	Spanish 163 G	Spanish 263 G	Spanish 363 G	Spanish 463 G
Spanish 573	Spanish 163	Spanish 263	Spanish 363	Spanish 463
Spanish 583 AP		Spanish 273	Spanish 373	Spanish 473
Spanish 583 LIT*				

*Depending on enrollment, these courses are not offered every year.

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20%	12%	22%	22%	22%

New course(s) to be reviewed after 3rd semester: Russian 563, 573 and AP

III. Findings

Enrollment in the Prototype Russian AP was low at the beginning – with a total of five students at GBN and GBS taking the course in 2007 and five in 2008. It should be noted that Russian 563 and 573 were created to accommodate students working at the AP level who did not elect to take the AP in the Spring, or who had to drop down a level. Since all the students enrolled in AP Russian have taken the exam, no students have taken 563 or 573. This year there will be approximately 17 students at GBN and GBS taking the AP. Of those, only three are enrolled in AP Russian. The rest are seniors in Russian 473 who want to take the AP before graduating. Mrs. Tashlitskaya will prepare them to take the exam. This is a significant increase in the number of students taking the AP. This trend may continue as more Russian families move to Northbrook, and students see the advantage of continuing Russian in order to be able to take the Russian AP Exam.

In addition to taking the AP, students also take the Oral Proficiency Interview (OPI), administered by the American Council of Teachers of Foreign Languages. The OPI is a standardized procedure for the global assessment of functional speaking ability between a certified ACTFL tester and an examinee that determines how well a person speaks a language by comparing his or her performance of specific communication tasks. It is administered by telephone. The rating and certificate received from ACTFL is a valuable, internationally recognized measure of language proficiency which students can take with them as they pursue college and employment opportunities.

The results of the AP Exams have been excellent. In 2007, there were four 4's and one 5. In 2008, there were four 5's and one 4. The results of the Oral Proficiency Interviews have been equally impressive, with averages in the "Intermediate High" range.

The college textbook used, *Mir Russkikh*, works well for the course. It includes DVD's and CD's. Additionally, Mrs. Tashlitskaya has created on-line Quia exercises for all the vocabulary for this course. There are also supplemental readings about current events including politics, history, economics, culture, etc. Students also work with on-line Russian newspapers. In the lab, students learn how to type on the Russian keyboard in order to prepare their papers. Mrs. Tashlitskaya makes constant adjustments in the curriculum for the level of students, who range from American to heritage students at all levels.

IV. Recommendations

Recommendations: The textbook, *Mir Russkikh*, does not have any prepared tests or quizzes. A summer curriculum project is needed to create more assessment materials.

V. Department Action

A summer curriculum project will be recommended to create assessment materials.

Course or Initiative: French 463

III. Findings

The enrollment in French 463 has been fairly steady over the past few years. There is usually only one class of approximately 24 junior students, but once in awhile we have enough students to run two sections of about 20 students. Overall, the interest in French has declined somewhat as many students continue to view Spanish as more relevant, and other students become interested in other languages such as Latin or German.

For most students, French 463 is the last language studies course they will take. The majority of students are prepared to take French 563, and we do sometimes have enough students to open a combined class of French 563/573. However, there has never been more than one section, and frequently there are schedule conflicts that prohibit students from moving on to the next level.

The textbook used in French 463 is *Allez, Viens 3*. The textbook is always supplemented with additional reading materials and projects. For example, students begin the reader, *Joie de Lire Level 2* in French 363 and complete it in French 463. French 463 is also supplemented with readings on current events in francophone countries. Additionally, students complete a 40-slide power point presentation on their lives, which they must be able to talk about in detail, using a variety of vocabulary, verb tenses, and complex grammar structures.

Allez, Viens 3 was adopted five years ago and is therefore in need of some updating. The publisher has replaced this textbook with *Bien dit!*, which has more modern content and technology components. We will probably look at new materials for this course in the near future. The same applies for French 163, 263, and 363, which are using the same *Allez, Viens* series from Holt, Rinehart and Winston.

IV. Recommendations

Review textbooks this year.

V. Department Action

No action was recommended at this time.

Course or Initiative: French 473

III. Findings

The enrollment in French 473 varies from year to year but has seen a gradual decline at GBN. Nationally, the enrollment in French has gone down because students and families see Spanish as the more practical language that they can use every day. There is also an increased demand for Asian languages such as Japanese and Chinese.

Teachers are generally satisfied with the curriculum for French 473. We have been using short stories from *Explorations* for reading comprehension; we are using *Amsco* level three for grammar, and a short packet entitled "History of France." A change was made in the listening program; we changed from the *Chez-nous* listening activities to the *Champs Elysées* program, which we find richer and more authentic in cultural content. Also we have added short cultural readings and exercises from *Trésors du temps* which complements both our history and grammar curriculum.

The vast majority of students are able to successfully complete French 473 and are recommended to move on to French 573 or French AP. The concern we have is that often there are not quite enough students enrolled to be able to offer French 573 or French AP. Often students have other priorities or have schedule conflicts and cannot take French 573 or AP at the time it is offered.

In reviewing the curriculum, teachers concluded last year that there should be more language practice available through technology in developing the various French language skills. We have adopted the language program "Tell Me More" in our digital lab. Beginning this year, August 2008, students have regular language practice in the digital lab. This works well in improving proficiency at a higher level.

IV. Recommendations

Teachers will work with the "Tell Me More" program and adapt the exercises to the curriculum of French 473 to meet the needs of level 4 honors.

We will consider the possibility of offering dual credit at Oakton in the future. We are reviewing syllabi from Oakton and determining how the GBN levels would correlate to the Oakton levels.

V. Department Action

No action was recommended at this time.

Course or Initiative: Latin 463/473

III. Findings

The Foreign Language Department actively promotes Latin. The number of classes has grown from four last year to five this year. Thus the Latin program continues to show a steady increase in enrollment. There are two sizeable sections of Latin 163, two sections of Latin 263 and 273 both being combined honors and regular classes, and one section of Latin 363 combined with 373. There are no students enrolled in Latin 463 or 473 this year. Last year there were four students in a combined regular and honors class, all of whom were seniors. There were three Latin 373 students last year, two of whom were seniors. The remaining junior from that class opted out of the fourth year. The curriculum for Latin 463 and 473 uses the *Ecce Romani* series as an introduction to Latin prose authors, e.g. *Caesar and Cicero*, etc. Latin 463 and 473 also utilize *The Aeneid*, an annotated textbook with a glossary specific to the text. Latin 463 and 473 use this textbook as an introduction to Vergil's epic poem. The curriculum conforms to the State Standards for Language Learning in the areas of Communication, Culture, Connections, Comparisons, and Communities.

An important difference to note is that the main emphasis of Latin is on reading and translating skills, along with composing and writing. The cultural, historical and mythological component of the course is covered by the text and is supplemented by photocopies and internet research assignments.

Although there were no Latin 400 level classes this year (08/09), it should be noted that the 400 level courses vary considerably from year to year depending upon enrollment in the introductory level Latin courses, viz. the 100 and 200 levels. The enrollment in Latin 263 and 273 is up dramatically from 25 students in 2007-08 to 38 students in 08-09. This bodes well for higher enrollment the year after next and beyond. For the coming academic year however, since enrollment for combined Latin 363/373 is 14 and of these students six are seniors, we hope to retain five or six students for enrollment in 463/473 next year.

IV. Recommendations

There are no specific recommendations at this time.

V. Department Action

No action was recommended at this time.

Course or Initiative: Russian 463/473

III. Findings

The Foreign Language Dept. continues to promote Russian. The enrollment has been increasing over the past few years. There are more students taking higher levels. This year there are twenty-two students taking Russian 473. Of those, eight will actually take the Russian AP, because they are seniors and would like to take the exam before graduating. Mrs. Tashlitskaya will prepare them for the exam.

Students are using the college-level textbook, *Mir Russkikh*. The textbook covers all important areas including language and culture, poetry, and literature. The book also has videos and exercises to accompany the video. The teacher is satisfied with the textbook and ancillary materials, although there are no tests or quizzes that accompany these resources.

In addition to the textbook the teacher uses the *Russian Intermediate Reader*, which has a rich variety of adapted Russian classical literature and exercises to develop writing, reading comprehension, and discussion skills in Russian. The cultural and historical component of the course is covered by the text and is supplemented by internet research assignments.

The vast majority of senior students are able to successfully complete Russian 473 and are recommended to take the Russian AP exam. Juniors are able to complete Russian 473 and are recommended to move to Russian AP. Unfortunately, often students have a schedule conflict and cannot take Russian 573 or AP at the time it is offered.

IV. Recommendations

Additional assessments need to be developed for this course.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	The course is lacking in adequate assessments. A summer curriculum project is recommended to create additional assessments to accompany the new textbook.	N/A	N/A	N/A

Course or Initiative: Spanish 463 G

III. Findings

We are currently running two sections of Spanish 4G. The enrollment averages about 15-20 students per class. Last year we also had two classes, but enrollment was slightly higher, with two classes of 22 students each.

This year we changed the curriculum of Spanish 4G. During the 2007-2008 school year we used *Ven Conmigo II* and the *Practice and Activity* and *Grammar and Vocabulary* workbooks. We used the *La Catrina* video sequence and added the *Read Naturally* series to the curriculum. This year we have discontinued the *Ven Conmigo II* textbook and workbooks and have added the workbook of the *La Catrina* video program and have implemented the “Tell me More” on-line Spanish course. All students have purchased a license for the program and a microphone/headset. We have also adapted the *Spanish Two Years* workbook from *Amsco* for grammar review, practice, and learning of new more advanced grammar concepts.

The “Tell Me More” program will be used during lab time in class and for homework at home. The students will be placed in the correct level after taking a placement test. Students will then practice and advance within the program at his/her own level.

This is the second year working with the *Read Naturally* program. The program has been very successful. Besides fluency in reading, the program also fosters student self confidence and improved vocabulary skills. Students can see this as they chart their individual progress on a graph. Repetition seems to be a key factor in learning in the G program. This reading program does exactly this and is a continuation of the program of Spanish 3G.

During the summer the Spanish 4G teacher worked on customized exercises for on-line practice in *Quia* for the *Read Naturally* program and for the *La Catrina* video program. A complete curriculum has been created and put together in packets for the students to use. Each student also received the complete *Read Naturally* curriculum in the form of a booklet. Handing the students complete packets with each segment of the program is beneficial for G students because it helps to keep them organized.

The teacher has been trained for the Tell Me More program. It is very helpful that there is a Language Lab Manager, who helps during the Placement Test, and troubleshooting during the lab sessions. Currently there are no aides during the 4G classes in the classrooms. A Language Lab Manager is needed in the Lab for the success of this aspect of the program.

IV. Recommendations

Continued training for the “Tell Me More program” is needed. We also need help creating better links to the GBN webpage for *Quia* and a *WIKI*.

V. Department Action

A curriculum project for further building a customized template for the “Tell Me More” program would help in aligning the current curriculum with the activities in “Tell Me More.”

Course or Initiative: Spanish 463

III. Findings

The enrollment for the Spanish 463 course has remained fairly consistent since last year. Students at this level have a vast array of knowledge. Some cannot construct even the simplest sentences, while others can construct relatively complex sentences. Student word retention and other modalities also exhibit the same wide range of abilities.

The Spanish 463 course is enjoying a new textbook series this year. The *Enfoques Second Edition* is a welcome change. The pace this first quarter is a bit slow as it is a program that has a multimedia interactive approach and the technology is very sophisticated (even for our kids), but the students and the teachers are learning how to use it quickly. Over the summer a seminar was attended and curriculum was written to get us through the first quarter of the year. Now that the first quarter is over the two teachers of this course will be attending a second seminar where technical questions regarding the *Enfoques* internet site will be answered and new information will be learned.

The students have been responding very positively to the text and the internet "Supersite". There is more than ample practice for the students to sharpen skills in all five language modalities.

IV. Recommendations

The text comes with everything except for mid-chapter evaluations. These have to be written and take a good deal of time to write as they are written in triplicate form (Quiz A, Quiz B, and Quiz C). Also, further lesson plans need to be developed as well as final exam evaluations.

V. Department Action

A summer curriculum project will be recommended as teachers further develop materials that support the new textbook.

Course or Initiative: Spanish 473

III. Findings

The enrollment in Spanish 473 over the past two years remains consistent with previous years. There are one or two students who may drop down from to the regular level after Spanish 373, but usually we get some native speakers who join Spanish 473. Those students who enter Spanish 473 range from very well prepared to still struggling. After Spanish 473 students have the choice to go into Spanish 573, Spanish AP Language or Spanish AP Literature. Last year students made a remarkable effort to resurrect the Spanish AP Literature course, which has not run for years. Due to an enrollment of only 14 students, it was canceled. This was a very big disappointment to them all, as they truly wanted to take Spanish Literature at the AP level. Most students who have reached this advanced level do not choose to discontinue their studies; they are simply not able to fit it into their schedules. Those who prefer not to take the AP Spanish language course are forced to defer for one year (to their detriment, because of the time spent away from the language) and resume Spanish studies in college.

The Spanish 473 curriculum continues with the same textbook, *En Contacto*, which is highly effective for grammar acquisition. Many supplemental materials need to be added such as translation activities, history, literature, music, culture and audiovisuals such as movies. New to the curriculum is the award winning movie *Pan's Labyrinth*, which the students enjoy immensely. Although the curriculum is strong, a well-developed interactive multimedia component is lacking.

IV. Recommendations

A new textbook program that has an interactive multimedia component is needed for this level. This will be difficult to find because the standard for grammar must also be as high as it currently is for the *En Contacto Series*. It may be possible to use the same textbook that is used in Spanish 463, *Enfoques*. This textbook is new this year, but could be used at a faster pace with more advanced grammar. The teachers currently using *Enfoques* will explore this possibility as they work with this new textbook.

V. Department Action

Teachers are researching interactive multimedia applications to supplement current resources.

GBN Mathematics Department Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

- Geometry GA 163
- Geometry G 163
- Geometry 163
- Geometry Honors 173

B. Process

The review process for all of the above courses followed the District #225 Board of Education Model. The Instructional Supervisor convened four Curriculum Review Committees beginning in the fall of the 2007-2008 school year for each of the four courses. The teachers working on these committees either teach the current course or a course or the previous/subsequent course. The committees reviewed grades, test scores, current curriculum with respect to NCTM Math Standards, student achievement, course organization, curricular materials, technology integration, and success in previous and subsequent courses.

C. Additional initiatives (outside of review process)

A new mathematics course was added that was approved by the Board of Education, *Discrete Mathematics 163*. This course is intended for seniors that are not taking an Advanced Placement course. Two sections of the course are being offered during the 2008-2009 school year.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
AP Calculus AB	Algebra 163	Algebra GTA 163	Precalculus 173	Geometry GA
AP Calculus BC	Advanced Alg 263	Algebra G 163	Precalculus/Trig 163	Geometry G
AP Statistics	Adv. Algebra Trig 273	Advanced Alg. G 263	College Alg./Trig G 163	Geometry 163
AP Computer Science	Discrete Mathematics 163	Advanced Alg. GA 263	College Alg/Trig GA 163	Geometry 173
Linear Algebra	Computer Science 261	Multivariable Calculus		
		CS Honors 371		

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
16	21	21	25	16

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3rd semester:

Algebra Enrichment for Honors Mathematics: This summer course ran for the second year very successfully.

Course Reviewed: Geometry GA 163

Team Members: Penn Phillips and Robin Levine-Wissing

III. Findings

- The textbook, Geometry – Concepts and Skills by Larson, Boswell, and Stiff, has provided students another resource to facilitate their learning. Besides using classroom opportunities, the book covers topics in a manner that allows students to understand new material.
- The second enhancement to the course is the addition of the Workkeys workbook along with opening activities that help students prepare for the PSAT and ACT tests. The three practice tests in the Workkeys workbook are given to students over three separate class periods during the end of the third quarter and at the beginning of the fourth quarter. It helps students see the connection between the Geometry they have been learning and what it will look like on standardized testing. There are also “openers” given to students at the beginning of class periodically throughout the school year that have a question or two that also mirrors what they will see on a standardized test. This is the third year of the Workkeys implementation.
- A third change in the course is the implementation of a real world problem solving component out of the Interactive Mathematics Program (IMP) by Fendel, Resek, Alper, and Fraser. This is published by Key Curriculum Press. The units were purchased with Illinois Textbook Loan funds. This unit occurs during the third quarter of the school year and it has students thinking critically about how perimeter, area, and volume are used in a real world sense. The name of the unit is “Do Bees Build it Best”.
- A fourth change in the course is the use of Geometer’s Sketchpad to allow students to self-discover new ideas. Students use this software in the computer lab to manipulate diagrams and previously learned ideas to formulate new concepts.
- Finding ways to help students transition into Advanced Algebra occurs in a couple ways. First of all, students are given more opportunities to take their own notes compared with having a template at the beginning of the school year. Secondly, students are given more freedom to organize themselves compared with receiving points for an organized binder and other items. We still check to see what students are doing to organize themselves as well as give suggestions for improvement, but students are led to determine what works best for them. Lastly, students are given Geometry problems that have an Algebra component to review their Algebra skills.

IV. Recommendations

- We will continue teaching the course given the changes/enhancements described in the findings above. New Geometer Sketchpad labs will be created to enhance student engagement and assist with the discovery learning process.
- Students will continue working with Keytrain and Workkeys practice in preparation for the PSAT in April.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Applications due in the spring	No change		If Illinois Textbook Loan monies become available, look at another IMP unit.

Course or initiative: Geometry G 163

Team Members: Christine Drucker, Steve Goodman, Ken Klamm

III. Findings

- This year in Geometry G we have had a book change. We now use the 2007 Illinois version of McDougal Littel, Geometry. Although the book is a new edition of our previous book there are a few changes including sections changes throughout chapters as well as moving complete chapters. This is not a major change, but assessments will have to be revised.
- After every chapter there is always an Algebra review section which foreshadows topics that will be needed in the next chapter. The book presents two quick examples to refresh student memory and then students will work on the remainder of the problems after the chapter test. This will not only prepare them for the next chapter, but will alleviate us having to review this skill in class.
- We also want to focus on some major Algebra topics each quarter. The first quarter we have been working on solving linear equations. Other topics we will work on will be solving quadratic equations and systems of equations. By redirecting focus to important Algebra topics, the transition to Advanced Algebra G 263 should be smoother.
- Geometers Sketchpad is a computer program which we use in Geometry G often. The worksheet is laid out so that students can follow along and then try to come up with a conjecture before it is introduced in class. This gives students the opportunity to “own” the postulate, property or theorem rather than being told.
- Last year we also used the Interactive Mathematics Program (IMP) stand alone book called Bees do it Best. Our team used the book when we introduced and discussed the topic of lateral area, surface area and volume of polyhedrons. The book implemented several group activities and the students had to work together and talk about math. It was different than what the students were used to and more reading than what they had done in the past. It helped them to think about what the formulas meant rather than plugging numbers into a formula

IV. Recommendations

- Continue with the findings from above. Teachers will update Geometer’s Sketchpad labs related to material in the new edition of the textbook.
- Students will continue working with Keytrain and Workkeys practice in preparation for the PSAT in April.
- Teachers will create class opener problems that will strengthen Algebra skills.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Applications due in the spring	New addition of textbook for 2008-2009 school year.		If Illinois Textbook Loan monies become available, look at another IMP unit.

Course or initiative: Geometry 163

Team Members: Karen Fitzsimons, Megan Dixon, John Krickl, Joy Lacey, and Robin Levine-Wissing

III. Findings

- Over the past several years Geometry 163 has undergone some adjustments. The changes were largely driven by the desire to help students make the transition to Advanced Algebra 263 more smoothly. As we have considered the modifications we want to make, we chose a book that is more closely aligned with our goals. We now use the book Holt Geometry.
- One major area of focus is the implementation of Algebra skills throughout the course. Our new book considers Geometry as an application of Algebra. Problems involving linear equations, quadratic equations and systems of equations are distributed throughout the text. In addition, we are assigning the spiral reviews which include questions from Algebra I. Supplementing with review worksheets also helps students remember concepts from the previous year. Many teachers are using class openers as a time to develop Algebra skills in class. We have emphasized the need for Algebra proficiency by having 5% of each chapter test assess Algebra skills.
- A second area of concentration for Geometry 163 is problem solving and critical thinking. Our book is filled with exercises where Geometry is applied to real life. Interpreting diagrams and tables as well as reading word problems will help students develop important skills. We are also asking students to draw their own pictures as a method of solving a problem. Explaining answers in complete sentences and answering questions with multiple correct responses are other examples of our increased attention to problem solving and critical thinking. The content of Geometry can be discovered by students. The key is the commitment to not telling the facts of Geometry but facilitating their discovery in the classroom. Most teachers utilize manipulatives along with “by-hand” measurement. When technology is appropriate, some are using Geometer’s Sketchpad, others the software on the TI-Nspire.
- Many students in Geometry 163 are making the transition to high school. All students can improve in the areas of note-taking and organization. Developing these skills by decreasing guided notes, providing a structure for staying organized and increasing accountability will be helpful to all students in Geometry 163.

IV. Recommendations

- Continue to monitor students once they are enrolled in Advanced Algebra 263. Meet with Adv. Alg. 263 teachers to determine if any additional Algebra preparation needs to take place in Geometry 163.
- Create assessment items where students use critical thinking to solve a problem. These items should contain content from the current chapter as well as spiraled content from a previous chapter. Students will use this content to apply to a new situation.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Applications due in the spring	New book this year 2008-2009.		

Course or initiative: Geometry 173

Team Members: Brad Benson

III. Findings

- The current Honors Geometry 173 curriculum is working well. The assessments given indicate that students in the class are learning Geometry at a high level and improve as problem solvers a great deal over the course of the year. Feedback from students indicates that the students who have taken honors Geometry feel; they are well prepared to solve Geometry problems in future classes, enjoyed the class, and feel they developed as learners and thinkers.
- The course focuses on problem solving using inductive and deductive reasoning. The course also introduces students to the beauty and importance of Geometry in the world they live in. Therefore, the course helps to empower students to think more effectively and to have them see and understand their world and their lives in a clearer and more focused way.
- It is department opinion that the course does not need any major revision at this time. However, all courses constantly need to be tweaked and revised to meet the needs of our students at an even higher level. Technology plays more and more of a role in how the course is taught. Cooperative learning continues to be a bigger part of how students learn in this class. While the course needs any major revisions in curriculum, the department will constantly look for minor changes that can be made to make the course even better.
- One of the areas where some major change has taken place over the last two years in the Honors Geometry course is in placement. In the past there were students enrolled in the class that were not able to do the reasoning the class requires. The placement test was revised and is doing a better job of placing students in the correct level at the beginning of the year.
- The department believes the students who take honors Geometry at Glenbrook North High School are very well prepared for the Geometry, problem solving, and logical reasoning needed for future math courses. The department feels that the students who take honors Geometry at Glenbrook North High School are proficient using the Algebra we covered in Geometry class. However, it is not practical and it is not feasible for the Geometry class to cover all the Algebra topics covered in Algebra 1. In the past some students had difficulty adjusting to the Honors Advanced Algebra class because of material covered in Algebra 1 and not in Geometry. A summer class was set up to try and help the students likely to struggle with the transition to advanced Algebra because of their understanding of the Algebra 1 curriculum. The class has helped students make the adjustment to the Honors Advanced Algebra class.

IV. Recommendations

- The placement issue has been improved and will continue to be examined.
- The instructional supervisor will continue, through articulation, work with Algebra teachers in the feeder junior high schools, in order to provide information on exit skills needed for students to be successful in Honors Geometry at GBN.
- Maintain the rigor and content of the course as it has been in the past. Students are well-prepared for the next honors level course following Geometry 173.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	None	N/A		

GBN PE, Health and Driver Education Department Curriculum Report – November 2008

I. A. Introduction

Courses reviewed during past year:

Strength Training I
 Strength Training II
 High Adventure I
 High Adventure II
 Fit For Life

A. Process

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach the Strength Training I curriculum: Jennifer Schultz, Matt Purdy, Larry Heise.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with Larry Heise who currently teaches the Strength Training II curriculum.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, met with Mike English and Renee Brosnan who currently teach the High Adventure I curriculum.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, met with Mike English who currently teaches the High Adventure II curriculum.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with Jessica Roby who currently teaches the Fit for Life curriculum

We discussed the course curriculum and guidelines, course syllabus and study guides as well as the student assessment process.

B. Additional initiatives (outside of review process)

- Physical Education Department is working on different ways we can incorporate the new fitness center into our curriculum.
- Meeting with Tom Christiansen to try and develop sport specific exercise programs that can be done with the students in Strength Training I and II.
- PE Department is integrating technology into the curriculum by developing Pod-casts presentations depicting proper lifting techniques. This will be a valuable resource for students outside of school.
- Continue to implement new fitness activities into the curriculum using the new fitness equipment that the department has purchased.
- Investigating the need for a sophomore weight training class.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Frosh Curriculum N/S for PE	Sophomore curriculum N/S for PE	Lifetime Sports N/S for PE	Team Sports (N)	Weights & Cond (S) Strength Training I & II (N)
TLS/DLS (N/S)	Dance I & II	Aquatics (N)	Honors PE (N)	Adv Ed N/S
	Driver Ed N/S	Health N/S	Leaders N/S	Fitness for Life(N)
		Team Health		

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20	20	20	20	20

Additional courses to be reviewed this year: None

New course(s) to be reviewed after 3 rd semester:
None

Course or Initiative: Strength Training I

III. Findings

- Strength Training I is a beginning class that introduces the students to the basic terminology of Strength training. Along with teaching the proper spotting and lifting techniques that are used in the weight room.
- The objective of the class is to develop positive training habits so the students can be self-sufficient in any weight room environment.
- Students are taught the fundamentals of four core lifts. Squats, bench press, hang clean and push press.
- Students are assessed with pre/post tests that will measure their strength, power, speed, agility and cardiovascular fitness.
- To increase student motivation the teachers have started a record book of the top ten male and female students in Strength Training I.

IV. Recommendations

- The Physical Education department should continue the current Strength Training I curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	None	None	None	None

Course or Initiative: Strength Training II

III. Findings

- Strength Training II curriculum increases the student’s knowledge of intermediate and advanced weight training principles and techniques.
- The course focuses on developing life-long healthy lifestyles through strength training and conditioning.
- Students are assessed with pre/post tests that will measure their strength, power, speed, agility and cardiovascular fitness. Along with their ability to develop a personalized lifting plan.
- Strength Training I is a pre-requisite for this course. The instructor would like to add a mandatory grade of a B as part of the pre-requisite. The instructor feels that too much time is being spent going over principles and techniques that were covered in Strength Training I.
- The instructor is also concerned about the gender imbalance in the class.

IV. Recommendations

- The committee would like help from the coaches of the girl’s athletic teams to try and promote the benefits of Strength Training to their athletes.
- The Physical Education department should continue the current Strength Training II curriculum.

VI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	None	None	None	None

Course or Initiative: High Adventure I

III. Findings

- The High Adventure curriculum is based on the philosophy of Challenge By Choice.
- The course emphasizes safety, respect, cooperation and encouragement which creates a positive learning environment for the students.
- Group dynamics are improved by a variety of team building activities which focus on trust building and problem solving initiatives.
- Students are introduced to the basic skills of climbing, belaying, rappelling and vertical ascending.
- Students are assessed on their knowledge of climbing safety, use of equipment and rope skills acumen.
- Students take a field trip to Vertical Endeavors Climbing Center to practice the skills they have learned in class.

IV. Recommendations

- The Physical Education department should continue the current High Adventure I curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: High Adventure II

III. Findings

- The High Adventure II curriculum continues to emphasize group cooperation and encouragement by using a variety of team building activities.
- The students begin to learn advanced climbing and rappelling skills. Which include setting up climbs, lead climbing and Australian style rappelling.
- Students will develop their survival skills by learning to start a fire without matches, finding water and how to build a shelter, and basic first aid.
- The students will take an overnight camping trip to Devil’s Lake State Park in Wisconsin to apply the skills they have learned in class.

IV. Recommendations

- The Physical Education department should continue the current High Adventure II curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: Fit for Life

III. Findings

- Fit for Life is a fitness and nutrition based class that allows students the opportunity to participate and learn in a lab setting.
- During the fitness portion of the class the students will learn biometric testing, exercise physiology and goal setting. In the nutrition lab students will learn about portion control, metabolism, and functional foods and have the opportunity to create some healthy recipes.
- This class has a community service component that is extra credit where the students can participate in a fitness activity that is supporting a health cause.
- The final project is a comprehensive exercise and fitness prescription plan that will target a specific health ailment of their choice (diabetes, heart disease etc.). The students are encouraged to work on an ailment that has personal meaning to them.

IV. Recommendations

- The Physical Education department should continue the current Fit for Life curriculum.

VI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

GBN Science Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

- Astronomy 163
- Astronomy 173
- Horticulture 161 & 162

B. Process

The Curriculum Teams (Astronomy, Lynne Zielinski and Horticulture, Art Muller met with Mary Rockrohr, the Instructional Supervisor, to formulate essential questions to be researched throughout the Educational Planning Process.

Astronomy

- Current curriculum was evaluated with regards to the State Standards
- Core concepts taught to both regular and honors level during each semester were identified
- Enrollment concerns were identified and possible recruiting methods were identified (ie: Oakton Community College Dual Credit)

Horticulture

- Core concepts taught during each semester were identified
- Lab credit expectations were researched with assistance from David Boyle
- Investigative learning experiences were incorporated into the current curriculum

C. Additional initiatives (outside of review process)

- Chemistry 163 and Introduction to Chemistry will be offered to sophomores with department recommendation and a C or better in an algebra program. Subsequently, Physics and Introduction to Physics will be offered at the junior level (Fall 2010).
- Team Earth Science will be available to second year Team students for the 2009-2010 school year (*pending Board approval*)
- Summer curriculum work was completed by two physics teachers and two chemistry teachers to develop curriculum for freshman physics and subsequent chemistry course. Curriculum projects will continue with two chemistry and two biology teachers to begin to develop a junior year biology course.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
AP Biology	Chemistry 163	Biology 163	Physics 163	Astronomy 163
AP Physics	Honors Chemistry 173	Honors Biology 173	Honors Physics 173	Honors Astronomy 173
AP Chemistry	Intro to Chemistry 163	Biology GT – TEAM	Honors Freshman Physics 163	Horticulture
AP Environmental Science	Brain Studies		Intro to Physics 163	Projects
Honors Freshman Physics 163	Earth Science-TEAM*		Earth Science - TEAM	Sci-Tech

* Indicates 3rd semester review pending Board approval

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2008
18%	28%	22%	28%	8%

III. Findings

Astronomy 163 & 173

- Astronomy courses address State Framework that relates to many areas of earth and physical sciences
- Astronomy 163 and 173 are built upon the same core topics and concepts
- Conversations regarding dual credit with Oakton Community College have begun. The syllabus for Oakton's Astronomy course has been reviewed and compared to GBN's astronomy courses; these syllabi are similar.

Horticulture 161 & 162

- Core concepts taught during each semester were identified and curriculum guides were developed
- Investigative learning experiences were incorporated into the current curriculum; approximately one investigative laboratory was developed for each unit.
- This course will now be recognized by colleges as a lab science.

IV. Recommendations

Astronomy 163

Astronomy 173

- Develop and annually edit curriculum guide that highlight text resources, content-related skills, laboratory activities, pacing, Illinois State Framework, and core concepts.
- Articulate with the astronomy teacher at GBS regarding curriculum and Oakton Community College's dual-credit option
- Utilize data from the elective survey to determine student interest and possible solutions to enrollment decline

Horticulture 161 & 162

- Annually review and update curriculum guides as needed
- Evaluate investigative experiences annually and revise as needed
- Work with David Boyle to communicate the change to lab credit to colleges and universities

V. Department Action

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Chemistry 173		New Course Curriculum Sophomore Chemistry			
Earth Science	Earth Science GT	New Course Curriculum Earth Science GT	New Text Adoption		
Biology 163			New Text Adoption		
Biology GT			New Text Adoption		

GBN Social Studies Curriculum Report – November 2008

I. A. Introduction

Courses reviewed during past year
 Advanced Placement European History
 Advanced Placement Government and Politics
 Advanced Placement Macroeconomics
 Advanced Placement Psychology
 Advanced Placement U.S. History
 Advanced Placement World History

B. Process

Each of the Advanced Placement teachers had completed an extensive review of the AP curricula as part of the College Board's AP Audit during the 2006-2007 school year. This process required teachers to review their syllabi, course content, instructional delivery, and pacing to ensure alignment with the College Board's Course Requirements. Upon successful completion of this process, our Advanced Placement teachers used the Educational Planning Process as an opportunity to seek student input. The seven teachers compiled a survey for their classes, including both objective and open-ended questions. Each teacher created a section specific to his/her course content as well. That allowed students to express the level of preparedness they felt for specific content on the AP test. Following administration of the surveys, teachers compiled results, discussed them with their supervisor, and provided a summary.

C. Additional initiatives (outside of review process)

- The Sociology Team completed work to formalize relationships with volunteer opportunities in the community. This work will generate more successful communication between the school and organizations with regard to expectations for the volunteer project.
- International Relations underwent extensive curriculum revision to account for a staffing change in light of a retirement.
- The History of World Civilizations Team began work with 9th grade English teachers and the IMC staff to implement a progression of research skills for all 9th graders.
- We plan to propose an "Introduction to World Religions" semester elective at Glenbrook North for the 2010-2011 school year. The proposal will come in the wake of Jerome Hoynes' sabbatical research on the topic.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Int'l Relations	European History	HWC 163	US History 163	AP Euro
Psychology	Sociology	HWC 173	US History 173	AP US
Geography	Comp. Global Issues	HWC GT		AP Government
Urban Studies	Political Science	Law/Issues GT		AP Psychology
Simulation	Anthropology	US Hist GT		AP World
				AP Economics

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
15	15	30	25	15

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
American Studies

Course or Initiative: *The findings and recommendations sections contain reporting on each of the six AP courses reviewed.*

III. Findings

AP European History

Results indicated that students felt particularly well-prepared with respect to early modern history, Renaissance, Reformation, Scientific Revolution, Enlightenment. Nearly all students felt good about these areas of the course. There was also affirmative feedback on the mid to late 20th century section of the course, to which more time was allocated, though there is still work to be done on making that a more carefully crafted element. The Renaissance remains the course's most popular section, owing largely to the wealth of ancillary to support it.

As to methods and class time, there was considerable support expressed for the engaging lecture-style. Kids still seem to have an interest in having stories told to them in an energetic and informative way. The course also incorporated paired reading and more overall group work this year than ever before. Students were very pleased with the AP Test simulations, particularly the DBQ simulations. Such events gave students a familiarity with the format of the examination and dispelled some of the misunderstandings they had. Its fair to say that any effort to bring actual test materials into the course is met with great affirmation by the students. There is little doubt that DBQ run-throughs help ease the anxieties of first-time APers.

Social history has taken on a larger role in recent AP exams, and it has forced instruction to emphasize more greatly those chapters in McKay dealing with it. Students identified this area as one that needed more attention, once again owing to its role on the May exam.

AP US History

The majority of responses indicated that in general students felt they were well prepared for the test. A number of students indicated that though some of the demands of the course were tough (outlines and text reading schedule came up most often), they were necessary for test preparation. A couple also commented that though they could see theoretically all the connections when we ran a discussion across time up to the present, they sometimes lost track of the specific content that we began with.

Outlines have been a concern in A.P. U.S. There have been efforts to tighten up the requirement this year and make it more manageable while maintaining the integrity of the requirement. Most responses indicated that it was tough, but not overwhelming. Students also seemed to indicate that it was essential to content preparation. Only a couple commented that it was overly burdensome. There were fewer problems with outlines this year, so perhaps the assignment is in a reasonably workable state. Most responses seemed to indicate that the instructor brought a good level of preparation to the class. There is some need to balance free-flowing discussion with the ever-present challenge of content coverage.

AP Government and Politics

Overall feedback was very strong for the course. The instructor was frankly surprised at the number of students who stated they enjoyed the comparative course. We generally do not anticipate this since there is such limited time (approx 14 weeks) to cover what amounts to eight major topics – the functional analysis approach to comparative government, six countries, and the EU. Generally, students have given more positive feedback to the first semester of the course, the American Government portion. Students also “graded” some content areas from first semester more harshly than second, which was another surprise. That may be a product of them studying those in September and October and not remembering the extent of coverage. There is a need to devote more time to social welfare policy in the 1st semester and for the EU in the 2nd semester, and to explore a new textbook for the Comparative portion of the course, as the current text doesn’t provide adequate coverage for all six countries.

AP Psychology

The evaluation was basically split into three parts. The first was similar to a Likert scale (strongly agree to strongly disagree; “A” was strongly agree); there were 15 questions concerning teaching style, use of class time, and other classroom-type questions. The second part was in respect to preparation for the AP. The third section was 10 short answer questions.

In section one, for the most part, Student responses were very strong in all areas of teaching syle, and use of class time. Most were at the top of the scale. A pattern emerged in the 8 and 9 range on the following questions: “The instructor encouraged me

to think for myself and examine my own ideas and opinions,” and “The instructor encouraged me to look at information from more than one point of view.”

In part two, there were two questions regarding preparation for the objective and essay portions of the AP exam. For the most part, students responded with “A = completely prepared.” Concerning the essay portion, there were a few “B’s = prepared.”

For the third part, the ten short-answer questions, the teacher was pleasantly surprised to see so many kind remarks. Most of the questions had to do with how class time was spent. Students were asked to remark on positive and negative experiences, favorite and not-so-favorite activities, and recommendations for the improvement of the course and instructor. The biggest problem acknowledged was that there is too much to do and too little time.

As always, the instructor recommends constant curriculum revision to tweak the timeline in order to include more activities and content.

AP World History

The survey began with objective questions regarding classroom instruction. Student responses to the initial part of the survey indicate reasonable satisfaction with the notebook assignment. Some students suggested varying from the notebook at times, a suggestion worthy of consideration. The second set of questions addressed ideals that the instructor held out for the course and communicated to students. By and large, students agree that the course upheld these ideals. The final set of objectives questions concerned writing. With the exception of the “3 x 5” essay, students seemed very satisfied with the instructional methods regarding writing.

For the more open ended questions, some patterns emerged. First, students felt extremely well-prepared for all facets of the AP essays. Most wished for more multiple choice preparation. Second, many students would like better scaffolding. For example: more lecturing from the instructor, timelines, chronology, charts that show changes and continuities for a given region. The most common refrain: “It’s hard to keep it all straight.” The instructor is considering student-produced products that will fulfill some of these needs. Finally, most lamented for some content that was rushed or lost. Most commonly, students wished that there was more time spent on the early civilizations or felt that there was a rush through the most recent history. Finding ways to cut content judiciously is a high priority for next year.

AP Economics

One part of the survey asked students to agree or disagree with various statements about teacher performance. In general, the students agreed that overall instruction was appropriate and effective. Every student surveyed either agreed or strongly agreed with positive statements about the instructor’s teaching and procedures. For example, the survey showed that students found the class to be interesting, they found that the

instructor provides consistent opportunities to participate and consider multiple viewpoints. Their responses showed approval for class expectations, grading and teaching style, and they felt well prepared for the Advanced Placement Exam.

The second part of the survey asked students to evaluate the course in terms of how well prepared they felt for certain parts of the exam. Again, the students all felt either somewhat prepared or completely prepared for the two parts of the exam (multiple choice and free response). Beyond that, the survey asked about preparedness related to various specific economic topics. Here, the students felt well prepared, but there were two areas where a larger number of students expressed less confidence. In these areas, there were a significant number of students who responded that they were "somewhat prepared" as opposed to "completely prepared." These areas involve foreign exchange markets and long versus short run analysis. In the future, these topics will get more class time. Further, long run economic analysis and the related concepts of economic expectations are traditionally difficult topics for students. The instructor continues to use outside resources to help prepare students in this area but it remains a challenge, as the section comes at the end of the semester when the students are largely overwhelmed by the volume of content and the pace of the course.

Finally, the survey included ten free response questions. Here again, the feedback was positive. There was no negative feedback but there were several areas where constructive criticism was offered. A few of the surveys suggested that free response questions should be incorporated into the course earlier in the semester. The students feel that they need more familiarity with College Board expectations. Also, some students, as in past years, complained about the textbook. We have, however, considered other texts and rejected them because the text we use makes up for its weaknesses with thorough coverage. For students who fail to grasp concepts in class, the book offers another avenue for strong readers to pick up the content. A final interesting note, two students commented on their own discomfort as sophomores in a class with many high profile seniors. They said they felt intimidated and were, at times, shy about asking questions. The instructor plans to address this issue at the start of the semester next year.

IV. Recommendations

AP European History

Continue increased emphasis on incorporation of post-1945 history and social history, as emphasis on the AP test shifts.

AP US History

Continue refinements of the outline requirement to ensure that task is both meaningful and manageable. Continue work on balancing open-ended discussion with content coverage.

AP Government and Politics

Incorporate past free-response questions as part of each unit of study to enable more direct explanation of performance expectations for the AP test. Devote more time for social welfare policy in the 1st semester and for the EU in the 2nd semester. Explore new textbook for Comparative portion of the class.

AP Psychology

Continual revision of curriculum to ensure appropriate pacing and adequate content coverage.

AP World History

Consider variations from the notebook format to hold kids accountable for textbook reading. Incorporate student-produced reviewed products as a means to “keep it all straight.” Find ways to “cut content judiciously.”

AP Economics

Improve time devoted to foreign exchange markets, long versus short run analysis, long run economic analysis and the related concepts of economic expectations. Incorporate free response questions earlier in the semester to better familiarize the students with College Board expectations. Continue to look through alternative textbooks and outside readings for the course. Finally, address the discomfort of some sophomores in this senior dominated class at the start of the semester.

IV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Integration of new text for AP Comparative	Explore possible new text for AP Comparative		Summer curriculum funds

New Course to be reviewed after the 3rd semester: American Studies

I. The American Studies class is in its third semester, and therefore up for initial review. The course teachers, along with the English and Social Studies Instructional Supervisors, have reviewed the course according to the areas identified in the course proposal.

II. Findings:

Curriculum

In its first year, the American Studies teaching team quickly identified their desire to create more opportunities for integration. The teachers worked together to plan for these opportunities, but the scheduling and registration issues (see below) made them harder to implement. At the same time, the make-up of the class made it more difficult to integrate. After these initial challenges, we put a new teaching team into place, given the upcoming retirement of one of the original team members. Katrina Roloff and Kerry Galson worked hard over the summer of 2008 to revise the curriculum. They have created truly unified opportunities of team teaching and integration at least once in each unit of study. They have added a primary source reader to the course, and are committed to seeing the course enrollment increase; however, this past year has created some disillusionment among students and some challenges for the teachers.

Scheduling and registration issues

In its inaugural year, American Studies had over 40 students, in two sections scheduled back to back; the English teacher and Social Studies teacher had a common planning time built into their schedule. The target group for the course included average students that would benefit from an interdisciplinary approach to learning. In its second year, 20 students are enrolled in one section, and the student composition includes many students who enrolled in the class because they believed it would be easier than the traditional regular level English/history courses. The decline in enrollment points to a need to better communicate with students, other teachers, and guidance counselors about the class in terms of the curriculum, structure, and course expectations. The lower enrollment led to the scheduling limitations, since it essentially became a singleton section, making it difficult to schedule the English and History sections back to back. Registration issues in other courses created the multiple preparations for the American Studies teachers. The English and Social Studies Instructional Supervisors recognize the need to address the issues this year in order for the course to continue and be a successful addition to our high school offerings.

III. Recommendations:

- Ongoing summer curriculum work to build more collaborative units, explore additional resources, revise structure (e.g chronological vs. thematic approach).
- Teacher attendance at CASE conference (Council on American Studies Education).
- Teacher observation of area American Studies programs.

- Teachers and Instructional Supervisors should visit the sophomore classes to clearly articulate the American Studies course curriculum, structure, and expectations.
- Improve communication among Instructional Supervisors, teachers and guidance counselors regarding the American Studies course.
- Schedule two sections of American Studies back-to-back to optimize learning opportunities and foster better collaboration between teachers.
- Ensure adequate common planning time for both English and social studies teachers.
- Consider quarterly release time for teachers for long term planning, with the involvement of Instructional Supervisors.

IV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Curriculum revision	Exploration additional materials, e.g. texts, and primary sources	N/A	summer curriculum funds

GBN Special Education Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

The GBN Special Education Department reviewed special education courses taught in the areas of math, consumer education and science. We offer these classes through the Behavior Disordered Contained (BDC) and Developmental Learning Services (DLS) Programs.

B. Process

The GBN Special Education Department reviewed these courses during late arrival mornings and BDC and DLS Team Meetings. In addition, the department math team has continued discussions on appropriate sequence and curriculum needed to ensure that students can transition into a general education math course when appropriate.

Over the past few years, we have increased our math course offerings to students in order to meet their individual needs. We now offer a math sequence that includes: Beginning Math, Intermediate Math, Advanced Math, Pre Algebra, Algebra, Geometry and Advanced Algebra. It should be noted that the Pre Algebra class is considered a flex math class, which is open to any student, regular or special education, based on student skill level.

The Special Education Department also offers a one semester Consumer Education course for seniors (DLS and BDC). The teachers of this course have reviewed the curriculum taught in the general education course, and have included many of the projects and units of study into our course.

Regarding Science courses, we offer a two year science rotation for special education students in the DLS and BDC Program. The DLS Science class is co-taught with a special education and general education science teacher. The course is offered through a general education science laboratory room. Faculty members in each of these departments have collaborated around curricular issues, units of study, learning outcomes and student needs.

C. Additional initiatives (outside of review process)

In addition to reviewing math, consumer education and science courses, the Special Education Department has continued a review of Scientifically Researched Based Methodologies used in classes. The recent Federal and State Regulations require that all methodology used in special education classes be scientifically researched based. We will continue to identify methodologies used and the research that supports these teaching methods. We will continue to add these methodologies to the list located on the G Drive in order to provide access to all special education personnel.

Last spring, the District implemented staff development to all special education teachers on University of Kansas Reading Strategies. This was well received by faculty, and we will continue to provide professional development this year in the area of University of Kansas Writing and Content Enhancement Strategies. Furthermore, the District is offering an in-house graduate course teaching mathematics (algebra and geometry). We have several special education math teachers and instructional assistants that are enrolled in this course at the current time.

In addition, the Transition Team has completed the Transition Framework for all special education students. This framework will cover freshman through seniors and provides teachers with specific guidelines to follow. In addition, the framework will provide clarification to case managers on what transition information needs to be recorded on the IEP's. We are in the process of beginning to implement this framework.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Review of Transition courses and services offered	Review of English and Reading classes	Review of Related Services	Review of social studies and electives	Review of study strategies

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
N/A

Course or Initiative: Math, Consumer Education and Science

III. Findings

Math

In general, the Special Education Department feels that the current math offerings are appropriate and enables us to meet the diverse needs of our students. We feel fortunate that we can offer a range of courses from Beginning Math (telling time, counting change and 4 basic operations) through Advanced Algebra. In addition, we feel that the Flexible Pre Algebra class has been very successful over the years, and after students complete this course, they generally are placed into general education Algebra. The Math Team will continue to meet within the department to review curriculum and needs of students.

In addition, two of our math teachers collaborated with a general education math teacher this past summer on a curriculum project. The purpose of the project was to review content taught in regular education math courses, as well as to align our curriculum and assessments as closely as possible to the general education courses. As the year progresses, we will review student progress to determine if changes that were made to the curriculum from the summer project is meeting the needs of our students.

Consumer Education

Consumer Education teachers have reviewed the curriculum, units of study and activities offered through the general education course offering. We have implemented all of the curricular units into our courses, as well as most of the larger projects (Budget project, furniture project, etc). However, we have expanded in some areas based on the needs of our students, such as in the area of money management, checkbook writing, credit cards and debit cards. In some instances where parents are agreeable, we have partnered with them to set up a debit account for their adolescent, especially if this is the method that the young adult will be using to purchase goods and services.

Furthermore, we have attempted to manipulate our master schedule in order for several of the math and consumer education course offerings to be taught at the same time. This has allowed teachers to work together on curriculum, units of instruction, lesson plans and activities. These teachers are working together to reinforce concepts of students in these classes, as well as simulating large projects related to money management.

Science

Regarding Science classes, the DLS Science course offers a two year sequence. Year one science covers information pertaining to biology and chemistry, while year two

covers earth science and physics. The BDC Science class closely mirrors general education science courses, and provides units of study in biology, chemistry and physics. Students in this course are recommended to enter into a general education science class as soon as deemed appropriate by the IEP Team.

IV. Recommendations

Math

Continue to offer the comprehensive classes in these areas to students based on their individual learning needs. Math Team to continue to review sequence offered, as well as progress of students once they enroll in general education math courses.

Consumer Education

Continue Consumer Education courses as currently designed.

Science

Continue to monitor the two year curriculum cycle offered in science classes. Review student needs and IEP goals to ensure that science curriculum is appropriate to meet their needs.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A				

Glenbrook South High School
Educational Planning Process
Department Curriculum Reports – January 2009

Table of Contents

1. Applied Technology	pages 2-5
2. Art	pages 6-10
3. Business Education	pages 11-15
4. English Language Learners	pages 16-19
5. English	pages 20-26
6. Family and Consumer Science	pages 27-31
7. Foreign Language	pages 32-37
8. Health, Physical Education and Driver Education	pages 38-41
9. Mathematics	pages 42-45
10. Music	pages 46-49
11. Science	pages 50-55
12. Social Studies	pages 56-64
13. Special Education	pages 65-69

GBS Applied Technology Department Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

Product Design 261

Woods DLS

Photography 461

CAD 261/361

B. Process

Courses were evaluated based on content, student progress, test scores and the quality of assessment materials. Wherever possible, state standards were used to benchmark performance. Instructors met with Steve Kornick, department Instructional Supervisor to review data and discuss enrolment trends.

C. Additional initiatives (outside of review process)

None

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Autos 161	Autos 363	Autos 263	Autos DLS	-
Architecture 363	Architecture 163/463	Architecture 263	Drafting Engineering 363/463	Product Design 261
Woods 263	Woods 161	Woods 363/463	CAD 161	CAD 261/361
Photography 361/461	Photography 261	Photography 161	Photography DLS	Photography 461

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:

Course or Initiative: Product Design 261

I. Findings

Product Design 261 is a semester long class that introduces experienced CAD students to the design process. The course includes advanced sketching and drafting methods and additional exposure to 3d modeling using AutoCAD. Students learn fundamental model making and prototyping in this class. In the past the focus of this course was primarily manual drafting and rendering. However, in 2005 new rendering and design software including Inventor, and Architectural Desktop enable Product Design students to have greater options in the choice of drawing methods which has also increased the number of assignments.

Typically Product Design is paired with another class, usually CAD261. In the past this posed few problems. In its current form Product Design requires greater computer usage. This creates a problem due to the fact that the GBS CAD lab (Rm 609) is equipped with only 15 computers. Even with detailed planning this at times leads to students having to share computer time which results in a loss of productivity.

II. Recommendations

It is recommended that the number of CAD stations in Rm. 609 be expanded from 15 to at least 20. This could be implemented by providing the lab with 5 to 10 laptop computers installed with the appropriate CAD software and wireless network connections. A second option is to rearrange the room to provide for tables to be face to face and eliminate an aisle. This will allow workstations to be placed on one more row of tables.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	5 computer stations or laptops

Course or Initiative: Woods DLS

I. Findings

DLS Woodworking is an established class rooted in the strong relationship of the Applied Technology and Special Education Departments. It meets the needs of the Special Education Department and offers our special-needs students a unique opportunity to explore woodworking in a small group setting. Approximately 90% of the class time is dedicated for hands-on activities. Students build a variety of challenging, high quality, and student-appropriate individual projects. Additionally, the class works together to facilitate the need in the building of constructing a Woods related school project. These projects have become a tradition in the building, and the students take great pride in building a purposeful and lasting improvement to Glenbrook South.

II. Recommendations

Historically we have built traditional pieces (ie. tables, bookcases, benches). I think that we could explore using additional techniques such as wood burning and painting to embellish their work. Also, units regarding home maintenance and consumer awareness (i.e. Home Depot or furniture store field trips) would help students become familiar with the types, varieties, and qualities of products and services available.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Appropriate level videos, field trips

Course or Initiative: Photography 461

I. Findings

The 461 level has become the place in which students may, to an extent, adapt curriculum for their specific needs. Students are encouraged to continue their experimentation with alternative processes such as toning, hand coloring, and 3-D construction, which are more successful on an individual, more focused scale. Several students tackle larger projects, in scope and sequence. Many students are able to use this class to work on assembling a portfolio for AP evaluation or for their college applications.

II. Recommendations

As the prevalence of good quality digital cameras and imaging manipulation technology has increased, more and more students are interested in using computers for all or part of their working process. Since levels 2, 3 and 4 are often combined in one classroom there are simply not enough computers to accommodate their curricular needs. We cannot move these students to another computer lab since a portion of this class is working in the wet darkroom and cannot be abandoned. A tentative solution would be to add 4 more computers (and network connections) to the existing classroom. A better solution would be to utilize a cart with laptops and a wireless hub so that the whole class may have access if need be.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	None	No	No	None	4 Laptops

Course or Initiative: CAD 261/361

I. Findings

CAD 261/361 are semester long classes that introduce experienced CAD students to advanced computer aided drafting techniques. The courses include advanced sketching and drafting methods but emphasize 3d modeling using AutoCAD and Inventor software. Rapid prototyping has been introduced in these classes. Rapid prototyping is the production of physical models directly from a 3d CAD drawing. This is accomplished by using the rapid prototyping machine available at Oakton Community College. This arrangement is made possible by the teacher (Fiorio) being an adjunct faculty member at OCC and his having a rapid prototyping machine available for use by GBS CAD classes. Although this allows students to create actual models of parts, it does not give the full experience of operating the prototyping machine and witnessing the actual production of the parts.

Typically, CAD261 is paired with another class, usually Product Design. In the past this posed few problems. In its current form Product Design requires greater computer usage. This creates a problem due to the fact that the GBS CAD lab (Rm. 609) is equipped with only 15 computers. Even with detailed planning, this at times leads to students having to share computer time and a loss of productivity.

II. Recommendations

It is recommended that the number of CAD stations in Rm. 609 be expanded from 15 to at least 20. This could be implemented by providing the lab with 5 to 10 laptop computers installed with the appropriate CAD software and wireless network connections. These computers could be securely stored in the classroom and used when the need arises. A second option is to rearrange the room to provide for tables to be face to face and eliminate an aisle. This will allow workstations to be placed on one more row of tables. Additionally, it recommended that the purchase of a rapid prototyping machine be researched.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Dimension Rapid Prototyping Machine 5 computer stations or laptops

GBS Art Department Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

Drawing 3, Painting 3, Ceramics 3, Jewelry 3

B. Process

The Instructional Supervisor and art teachers analyzed data, test results, performance assessments and information related to all four of the art disciplines mentioned above. We reviewed anecdotal information regarding vision, state of the program concerns, enrollment trends, and the changing needs of a diverse population. An example would be the difficulty some of the freshmen have in enrolling in electives. We also propose to align our report schedule with that of Glenbrook North. In essence, we would like to review each discipline separately, from entry level through advanced or, in some cases, Advanced Placement. See below.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
<u>Indepnt Study Honors</u> Drawing, Painting Ceramics, Jewelry	Painting 1	Drawing 1	Jewelry 1	Ceramics 1
	Painting 2	Drawing 2	Jewelry 2	Ceramics 2
	Painting 3	Drawing 3	Jewelry 3	Ceramics 3
	TLS Art	DLS Art	Advanced Jewelry	Advanced Ceramics

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
12%	22%	22%	22%	22%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
AP Art

Course or Initiative: Drawing 3 (Independent Study)

III. Findings

The Art Department does not currently have a specific Drawing 3 class. An independent study course is offered to students who have previously taken Drawing I and II. The students continue to work on the breadth portion of their portfolio, but the class is not as rigorous as the AP course. The curriculum is nearly the same as the AP Art studio curriculum, but the students are not responsible for the additional reading and writing assignments; nor are these students required to propose a concentration idea. Students are encouraged to enroll in Drawing I and II as well as Painting I and II prior to placement in any independent study section. Students must be of junior year standing and may be considered for the AP class.

III. Recommendations

A newly designed course sequence map should be developed and presented to incoming freshman so that they can plan their schedules accordingly for those who are interested in reaching the AP levels. Independent Study and AP Art, in addition to Drawing II, work very well together as content for one class period; however, it is very difficult to manage students who are working at such differing levels. After surveying comparable high schools, we have found that most AP programs have started with a few students, (six or seven), and have grown to full classes within a couple of years. Students simply need more class time to complete the necessary work. A two period course would be an enormous help to these students. Many surrounding schools operate on a block schedule—the extra time especially allows for more comprehensive critique discussion.

IV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None				

Course or Initiative: Painting 3

III. Findings

Stephanie Self is a new member of our department teaching drawing and painting. Although there currently is no Painting 3 class, the art department investigated the state of the upper level, independent studies of painting and drawing. After discussions with Natalie Ingaunis and Amie Elliott, who has helped teach a drawing section for the past two years, the following has been gleaned through anecdotes and informal surveys.

- Learning has increased in the eyes of the students as they have increased their skills and knowledge
- Approximately 75% of Painting I students plan on continuing in the discipline by enrolling in advanced painting classes
- When asked why they were not enrolling in Painting II for the spring semester 2009, the majority of junior year students revealed that there was a conflict with Consumer Education.
- AP Art Studio is creating an excitement among the students planning on furthering their art education.
- Assignments have become more challenging with the addition of research based projects that require reading in and outside of the classroom,
- The quality of the resulting art work is higher and more refined.

IV. Recommendations

The teachers will introduce reading, writing, and research into all art courses. Painting I and Painting II will introduce Art History into the curriculum where reading, research, writing, and presentations will be essential elements of each assignment. Students will create paintings based on an artist they have researched and learned about in the art history lesson; therefore, students will paint in the artist's specific style, helping them to understand a variety of artistic styles in painting as well as challenging them to step outside of their own specific painting styles. Teachers are investigating the use of a text book, *Art Talk* for the 2009-2010 school-year. The instructors will be encouraged to attend workshops and classes that will enhance teaching expertise and develop specialty areas. A goal is to increase enrollment in the art department over all areas, especially painting and AP art. Work that needs to be done to improve the course involves the following:

- Develop course materials and instructional strategies that will meet the demands of the various learning styles of the students
- Provide better and more practical ventilation in the art classroom 110 for a stronger painting program allowing oil painting to be introduced here at GBS.
- Recruit students from both our junior highs and from our current students here at GBS. (This is working already!)
- Provide a room dedicated specifically to painting, separate from the drawing room. A painting room where there are no desks, just floor easels and stools. (This will create a more professional looking studio space to attract more students to the painting program as well as helping to improve the painting program here at GBS all together).

V. Department Action

	New Course Proposals	Summer Curriculum	Textbooks	Staffing	Resources
Department Action	Possible Oil Painting Course	Oil Painting Curriculum	"Art Talk" textbook	Hope to move up to a full-time staff member.	Pursue building funds to provide ventilation

Course or Initiative: Ceramics 3

I. Findings

It is common to have Ceramics 3, 4, 5, & 6 mixed in with Ceramics 2 students. These classes are exciting and interesting, but have the potential of being somewhat confusing for the student and challenging for the teacher. The positive dynamics overall in this type of multi-level arrangement outweighs not offering upper-level courses for those interested in pursuing ceramics at a higher level for their elective choice. Most students who enroll in the higher level classes, especially in the 5 & 6 and honors levels, are those who plan to become art majors in college. As reported in our school newspaper, informal poll data suggests that our students at GBS choose art and design related fields as a college major more than math, science, and music. The Art Department continues to pursue excellence by offering challenging classes to students that provide a safe environment for them to discover and develop talents and skills necessary for a successful career in art.

II. Recommendations

Ceramics 3, 4, 5, & 6 advanced students will become more involved in a gestalt approach to completing a project. With the addition of research and reading, students will invest their time in completing added prerequisite assignments in planning, discussion, writing, and even drawing. Various advanced levels will have different expectations for addressing any rubrics given to them and learning how professional artists have solved their own creative problems. PowerPoint presentations about contemporary ceramics will become an integral and crucial element to the curriculum. One-on-one communication is a model that art colleges use to help students in their creative development; therefore, teachers will be encouraged to find time to schedule feedback sessions with the students. In essence, the procedures listed above, although addressed at the present time, need to become more intentional and less occasional. Finally, the art department will require more students to become more responsible by fully participating in daily operations such as clean up, glaze preparation, and kiln loading.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None				

Course or Initiative: Jewelry 3

I. Findings

Enrollment in the advanced levels of jewelry is near an all time low. Numerous students have expressed interest in taking the course, but find it too difficult, especially for the juniors, to fit it into their schedule. They claim that required courses such as PE and Consumer Education prevent them from continuing in their junior year. To that end, the majority of the current students in the class are currently sophomores and seniors. The emphasis of the course has been primarily focused on learning new techniques in metalworking and strengthening the basic skills supplemented with visits to contemporary art exhibits & museums as well as research assignments. Integrative critical thinking, problem solving and appropriate risk-taking are fundamental to achieving success in this course. A new approach that involves more “idea-based” work has recently been implemented. It was met with some dismay, but the resulting work is excellent. Students typically want to create wearable, fashionable jewelry and the course is pushing them into the direction of creating some wearable (some not) pieces of idea based artwork. A recent review by the assistant director of admissions of Parsons School of Design said that he has never seen metalwork of this quality from any high school student elsewhere in the country.

II. Recommendations

There is a definite need to generate more excitement and appeal to the students in the beginning jewelry classes, which also have diminished in numbers. This was prior to two, nearly back to back, maternity leaves. Articulations with the feeder schools and visits/demonstrations for the junior high students might be helpful in increasing freshman class sizes. Additional issues that must be addressed are classroom size and layout. There is not enough room to safely accommodate a full class of students. There just is not room to move throughout the classroom. There is no safe, well ventilated place to complete etching techniques. We do not currently have enough working torches to accommodate larger classes. We are recommending numerous plans for renovation and expansion, all of which will be discussed and addressed in the fall of 2008. In conclusion, we recommend the addition of weekend workshop for the students which may be helpful in generating additional course sections in the upcoming semesters.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None				Pursue building funds to provide ventiation

GBS Business Education Department Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

Consumer Education Honors 171
 Keyboarding 161
 Computer Graphics 161

B. Process

The teachers met with the Instructional Supervisor to review curriculum. State standards were applied to measure content and objectives. Student progress was evaluated through test scores and projects.

Additional initiatives (outside of review process)

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Marketing 161	Accounting 261	Business Law 161	Accounting 161	Consumer Ed LA
Computer Apps 161	Game Design 261	Web Design 261	Digital Video Editing 261	Computer Graphics 161
Intro to Business Entrepreneurship 162	ACP 161	Keyboarding LA	Consumer Education 161	Keyboarding 161
			DCE 163	Consumer Ed Honors 171

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
17.5%	17.5%	17.5%	23.7%	23.7%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:

Course or Initiative: Consumer Education LA

III. Findings

The success of this class is due to the development of project based curriculum. When working with various cultures and languages, we find that the American way of managing credit and purchases is different from what they have experienced in their home countries. Group projects allow them to help each other understand, often times using their home language. Teaching in this setting often involves new vocabulary that needs to be translated; again the grouping helps foster this development. Videos seem to be a mode of curriculum delivery that helps to increase the LA student's ability to understand financial concepts. Their questions during or after a video help create richer discussions and resulting in an increased understanding.

Experience of being a consumer in America is developed through role playing, discussions and review of many different forms of advertisements.

IV. Recommendations

Bring projects such as purchasing a car, renting an apartment, student loans, using a credit card, to a new level by developing relationships with businesses that can bring real world experiences into the classroom. Purchase current videos that demonstrate actual situations of buying, renting, and debit management.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Purchase new videos. Develop business contacts.

Course or Initiative: Honors Consumer Education

III. Findings

The Honors level is required by state law to cover the same topic/content area as regular consumer, however, the students are able to cover the general material at a faster pace. Due to this quicker pace, additional topics related to Economics and Finance can be covered. Students are finding the expanded curriculum of Economics and Investing both interesting and challenging. Utilizing the Wall Street Journal student edition, this class addresses issues that affect the global economy.

IV. Recommendations

Changes in curriculum are continuous; they reflect yearly changes in tax and bankruptcy laws along with challenging issues of the day. As of January 1st. 2009 Illinois is requiring a financial literacy component that must include obtaining a mortgage, mortgage rates, subprime loans, and predatory lending. This will expand the unit we presently teach on home ownership.

This is a perfect class for students who function at the higher end of regular level classes to explore honors credit. Utilizing practical and project based applications allows students to better understand the curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Communicate with guidance the option of Honors for students who work well in a project environment.

Course or Initiative: Keyboarding 161

III. Findings

New software and textbooks implemented this year are Microsoft Office 2003, MicroType, and MicroPace Pro. These replaced Microsoft 2000 which is presently used in all other computer labs in the building. The textbook used includes current technology trends including formatting tables, title pages, labels, envelopes, e-mail and other business document formats.

Enrollment trends have shown a decrease in Keyboarding. Parents have commented that their kids know how to type. We need to change the course name and descriptor to clearly define that course content goes beyond typing skills.

Lab management software is needed to help facilitate the teacher to control internet usage. Presently it is not possible to lock the student out of the internet. The teacher can monitor usage only from their desk, however much of the instruction in a technology class takes place with the teacher next to the students at their station allowing others to be off task. Future needs for this software are being developed through the district technology plan.

IV. Recommendations

- Move to Microsoft Office 2007 next year.
- Modify course name and description.
- Explore possibility of Microsoft Certification for students.
- Summer curriculum for teacher Microsoft Certification Trainer (MCT) training.
- Universal lab management software for GBS.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Office 2007	Office 2007 Classroom set	None	Lab management software (district initiative)

Course or Initiative: Computer Graphics 161

III. Findings

This one semester course has been taught for over 15 years. The first half of the semester has seen many changes in software including versions of SuperPaint and most recently, Adobe Photoshop. A district site license for the Adobe Creative Suite supports the enhancement of the curriculum with Adobe Illustrator, a vector-based professional designing software and a common companion to Photoshop. Illustrator provides superior results in the typesetting and logographic areas of design.

The second half of the semester has used Macromedia Director for multi-media/animation purposes, since the inception of the course. Looking at the trends in technology it is obvious that the use of Adobe Flash software is much more widespread and therefore should replace Director for this half of our curriculum. In addition, Illustrator projects will be easily integrated into Flash movies.

IV. Recommendations

Add Adobe Illustrator to the first half of the semester and replace Director with Adobe Flash. Integrate Photoshop and Illustrator assignments into Flash animation.

Game Design and Development 261 curriculum will also need to reflect the software change from Director to Flash.

Rename the course” Digital Graphic Design” This is consistent with current trends.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	None	Yes	For resource only	None	Updated software

GBS ELL Curriculum Report – November 2008

I. Introduction

- A. Courses reviewed during past year
 - Intensive ESL
 - ESL Intro. to School Culture
 - ESL 1
 - ESL Reading/Writing 1

- B. Process

The ELL Coordinator and Instructional Supervisor of English/ELL/ Broadcasting met with key individuals, including the (former) Associate Principal for Curriculum, and the teachers of first level ELL courses to review the changes necessary to continue to meet the needs of beginning level ELL students while addressing concerns related to changes in student enrollment.

- C. Additional initiatives (outside of review process)

Immediately following submission of the November 2007 EPP report for ELL, it was announced by ISBE that the IMAGE Test would no longer be administered to ELL students as an alternative to the PSAE Test. Hence, beginning in April 2008, all LEP juniors were required to take the PSAE Test along with their mainstream counterparts. The ELL Team sought to prepare juniors through a variety of initiatives, both in class as well as through additional offerings during the school day and after school.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
ESL 2	Biling. Readiness: Quantitative Vocab	Transitional English	Needs related to ACCESS & PSAE Testing	Intensive ESL
ESL Rd/Wrt 2	Bilingual Vocational Survey	Transitional English Studies		Intro/School Culture
ESL 3	Powerskills/Success			ESL 1
	Exploring Potential/Success			ESL Rd/Wrt 1

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
40%	20%	20%	NA	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester: None

Course or Initiative:

Intensive ESL and ESL Introduction to School Culture

III. Findings

These partner courses were initiated to meet the needs of our lowest level Spanish-speaking English language learners who require bilingual instruction while learning English. The courses began as double-period offerings to provide maximum support to students whose needs included underdeveloped native language literacy, weak or interrupted educational experiences and complete lack of previous exposure to learning English. While these groups included 12-15 students in past years, the previous two years have seen a significant decrease in the enrollment of beginning level Spanish speakers. In light of this, it was determined that the decision whether or not to offer these specialized introductory courses should be made annually, based on the number of new students enrolled for whom these intensive course offerings would be indicated.

IV. Recommendations

- Offer each of these partner courses as one-period classes, only if warranted by sufficient enrollment of new Spanish speakers.
- Continue to offer bilingual academic assistance to new Spanish-speaking beginners by placing them in ESL Study Support classes.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action -Have ELL Coordinator monitor student yearly enrollment patterns to see if demographic changes warrant offering these intensive classes -Replace outgoing study support instructor with a Spanish-speaking instructional assistant -Monitor performance of Spanish-speaking beginners in ESL 1 and ESL R/W 1	None	None	None	None	

Course or Initiative:

ESL 1 and ESL Reading/Writing 1

VI. Findings

These partner courses for first level ELL students must address the needs of all beginners, including Spanish speakers who would have benefited from enrollment in Intensive ESL and Intro to School Culture. Since it was decided that the Intensive courses would be offered only when warranted by sufficient enrollment, staffing these first level courses with teachers who can speak Spanish became a high priority. The increase in enrollment of beginning level Korean speakers also indicated the need to ensure bilingual assistance to those students as mandated by requirements for TBE (Transitional Bilingual Education) Programs in Illinois. Further review also indicated the value of enhancing the connections between these two course offerings to maintain intensive exposure to English instruction and better coordinate curricular activities and learning objectives.

VII. Recommendations

- Continue to assign first level teachers who can speak Spanish to students when needed;
- Continue to offer bilingual academic assistance to beginning level Korean speakers by placing them in ESL Study Support with a Korean-certified instructor as needed;
- Explore the scheduling implications of offering these two courses in *consecutive* class periods in order to provide more intensive English practice;
- Consider assigning a two-person team to teach these consecutive sections to provide a more coordinated language learning environment.

VIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action -Investigate staffing 1 st level ELL classes consecutively with a two-person teaching team -Continue staffing some Study Support sections with Korean speaking I.A.	None	Possible 30-hour summer project to blend the 1 st level courses into an intensive, 2-period series of consecutive classes	None	No change to overall FTE for ELL	Title III LIPLEPS grant funds for summer work

Course or Initiative:

Initiatives to Prepare ELL juniors for PSAE

IX. Findings

Thirty-seven juniors served through the ELL Program were forced to take the PSAE Test in April 2008 following ISBE’s decision to discontinue the use of the IMAGE Test. The ELL Team met to strategize how to infuse more targeted activities involving testing strategies and practice across all ELL levels of the program. Lunchtime ACT prep sessions were also made available to juniors, and it was decided to offer six after school ACT prep sessions through the **STAR** Program funded by a federal grant. Illinois school districts also received information regarding particular accommodations available to assist ELL students in dealing with this most challenging situation. Of our thirty-seven ELL juniors, thirty-two took advantage of the state-allowed accommodations for LEP students in April 2008.

X. Recommendations

- Continue to incorporate activities to teach testing strategies across all ELL levels.
- Continue bi-weekly lunchtime ACT prep sessions for juniors from mid-February to mid-April prior to state testing. Expand availability of sessions by having TLC teachers assist in this effort.
- Offer six ACT prep sessions through **STAR** (three in math and three in Reading/English).
- Inform students and parents about state-allowed PSAE Test accommodations for ELLs and encourage juniors to take advantage of these as appropriate.

XI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action -Organize lunch period ACT prep sessions -Arrange for 3 math & 3 Reading ACT prep sessions in STAR -Meet with parents & students to explain/encourage use of ELL accommodations	None	None	None	Short –term hourly salaries only for additional lunchtime ACT prep sessions offered by ELL staff; utilize TLC staff assistance prior to ACT Test	Title III LIPLEPS grant will fund additional hours paid to teachers for offering lunchtime ACT prep sessions.

GBS English Department Curriculum Report – November 2008

I. Introduction

- A. Courses reviewed during past year
 - English Studies 463
 - Senior Core Electives: 463/Humanities/World Literature
 - AP English

- B. Process
 - The process began with group discussions facilitated by the senior team leader with all the teachers of seniors to identify questions and issues regarding the curriculum. Once the questions were identified, level-alike and course-alike groups met with the senior team leader on a regular basis to examine quantitative and qualitative data that was gathered. Qualitative data was gathered through information available in SASI; quantitative data was gathered through student surveys and teacher observations.

- C. Additional initiatives (outside of review process)

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
<ul style="list-style-type: none"> • Argumentation & Debate/Debate Honors • Creative Writing • Drama 161 • Drama 261-461 • Film Studies • Journalistic Writing • Vocabulary Studies • Newspaper/Honors • Yearbook/Honors • Reading Skills161 • Introduction to Broadcasting • Beginning Radio • Production 261-561 • Radio News & Sportscasting 161-461 • Beginning Television Prod 161 • Cable TV Workshop 261-561 	English Studies 163	English Studies 263	English Studies 363	English Studies 463
	English 163 Communication 163	English 263	English 363	English 463: Rhetoric English 463: Humanities English 463: World Literature
	Honors Freshman English 173	Honors Sophomore English 273	AP Language and Composition	AP Literature and Composition

Approximate percentage of curriculum to be reviewed:

November 2008	November 2009	November 2010	November 2011	November 2012
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:

Course or Initiative: AP English

I. Findings

The College Board audit during the 2006-2007 school year provided a recent opportunity to examine the AP English curriculum. It was found that the A.P. English curriculum needed to put its entire focus on literature and composition, rather than the splitting the focus between literature and language, a distinction made by the College Board.

QUANTITATIVE

AP students have the most similar course history of students at any other level of senior English. At some point during grades 9/10/11:

- 66% completed an honors English class
- 30% have moved from a standard level English class to Honors/AP
- 2% completed an Academy class
- 2% transferred to GBS

QUALITATIVE

- The gap between rigor and skills in senior level courses, particularly World Literature/Humanities and AP is NOT as big as the gap between 9/10/11 grade standard level and 9/10/11 grade honors. These “standard” senior- level courses present the rigor and challenge of some honors-level courses.
- No teachers are in favor of developing an additional honors track level course in the senior year.

II. Recommendations

This finding prompted a curriculum revision that occurred over two years. This finding also prompted a discussion of the Junior English Honors curriculum.

- *As of the 2009-2010 school year, the junior year honors class will officially be AP Language and Composition; the senior year AP English course will be AP Literature and Composition (pending Board of Education and College Board approval).*

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	AP Literature and Composition (name change only) AP Language and Composition	Junior AP Language and Senior AP Literature – Sum 09	Scribner Anthology of Short Fiction-2007 (adopted Feb 08)	None	Keeping common planning time in schedule.

Course or Initiative: Senior Core Course Electives: 463, Humanities, World Literature**I. Findings**

POSED QUESTIONS:

- How must we address the problem of improper placement?
- How can 463 become a more clearly defined course?
- Is World Literature too rigorous a course at the regular level?
- What skills are valued in each of the separate courses?

QUANTITATIVE DATA

- a. Students enrolled in regular-level courses their senior year have taken more varied types of courses, but the majority still has regular level experience in common. At some point during grades 9/10/11:
 - 78% completed a regular level English class
 - 5% completed a studies level class
 - 5% completed an ELL class
 - 2% completed an honors level class
 - 10% transferred to GBS

QUALITATIVE DATA

- The wide range of abilities in 463 makes for a eclectic mix of students and instructional challenges for teachers. The lowest could and should return to studies/ELL/special ed., while the most talented could fare well in AP.
- Kids not intrinsically drawn to World Lit or Humanities see 463 (now titled “Rhetoric”) as a default. Adult misperceptions of the course and too much student input results in improper placement.
- ELL students are being placed in 463 because they need writing help, but their level of the skill is far beneath that of students entering the class from another standard or studies level class. The studies level is being skipped over by ELL students. This needs further exploration.

II. Recommendations

Regarding Senior Core Electives: World Literature/Humanities/463

- These courses need to be properly marketed to junior teachers, guidance counselors and junior students. – *Completed.*
 - *1/08- Presentation for junior students developed and implemented. Revised presentation to be given 1/09.*
 - *2/08- IS met with guidance counselors and provided a handout to assist with proper placement.*
- 463 should become a course focused on rhetoric.-*Completed. Summer Curriculum Project 2008*
- Teachers need to share with one another the goals, content and benchmark assessments of their courses. – *Ongoing*
- Teachers need to determine scope and sequence of skills and content from grades 9 through 12. This review includes should include (continued next page) writing, literature, reading and thinking skills that should be taught by teachers and which skills should be practiced and mastered by students at different grade levels. – *Ongoing.*

- *Vertical articulation at Studies/Team level has been extensive. The department goal this year is the alignment of writing and English skills. Department meetings and some late starts are dedicated to this goal. A wiki has been created to facilitate department communication for this goal.*
- Revise the course descriptions published in student handbook as well as the sheet distributed to students in junior English classes.-
Completed 2/08
- Present all three courses with the prefix “English 463” – Completed
 - “English 463” should become “English 463: Rhetoric” and adopt a new text. - *Completed 2/08*

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Course Name Changes (approved for 08-09): English 463: Rhetoric English 463: Humanities English 463: World Literature	Summer 08: English 463 Revision. Humanities 463 Revision	<i>Everything’s an Argument, fourth edition</i>		Continued professional time for course-alike groups and whole senior team to meet

Course or Initiative: English Studies 463**IV. Findings**

The following questions were posed to research: (a) How can teachers and students achieve more growth in a calendar year at the studies level? (b) Should electives be offered to students enrolled in Senior Studies? Would students benefit from taking two semester-long classes instead of one year long course? (c) What does the junior studies curriculum include and what class policies and systems in are place at that level. (d) Where do the Senior Studies students go after they graduate? Are there more appropriate goals for these classes in terms of realistically preparing students for their futures after GBS?

QUANTITATIVE DATA

Studies students reflect the same diversity of course history as standard level students, but in different distribution. At some point during grades 9/10/11: 32% completed a TEAM class; 26% completed a studies level class; 17% completed a standard English class; 14% completed an ELL class; 11% transferred to GBS.

In conjunction with the wide range of backgrounds and abilities, our team was also concerned with the future plans of senior studies students. Full understanding of where they come from and where they are going needs to inform our decisions when revising the course. Seniors enrolled during the 2007-2008 school year indicated the following: 45% (33/72) plan to attend community college. Oakton, Harper, Lincoln; 38% (28/72) plan to attend a four-year university. Northeastern, DePaul, Western Illinois, Southern Illinois, Illinois State University, Ball State, Bradley, Carroll College, North Park College, Valparaiso, The University of Kansas, Oberlin College; 11% (8/72) immediate post-high school plans undecided; 4% (2/72) enlisted in the military.

QUALITATIVE DATA

- The course content and year-long design seem not to fit student academic needs and do not connect well with our students.
- These students are not presented the choice of courses that standard level students are. It makes them feel different.
- Placement and the “problem” of standard level junior English. If students do not phase into the standard level as sophomores, they are less likely to do so as juniors since the curricular gap between Sophomore Studies and Junior Regular 363 is so big.

V. Recommendations

- a. Junior studies teachers should meet with senior studies teachers to present the summer curriculum work. This will begin to inform the senior studies teachers as they plan to revise their own course.
- b. Teachers of Junior and Senior Studies should meet quarterly to review students, content, assessments and systems.
- c. Senior studies teachers should visit other schools to learn about comparable English programs, as well as meet with a representative or instructor from a community college to discuss how to properly prepare students for success in the community college classroom.
- d. The senior team should continue to explore alternative curricular designs for senior studies students.

VI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Possible for 2010-2011	Summer 09 – Curriculum Revision Workshop	TBD		08-09 Visitation to schools with similar population to GBS to study other programs

GBS FACS Department Curriculum Report – November 2008

I. Introduction

- A. Courses reviewed during past year
 Child Development 461
 Foods DLS
 Interior Design
 Psych for Living

- B. Process
 Following the guidelines of District 225 Board of Education review model, committees were formed to develop questions that related to the gatherings of specific data. This data was then analyzed to formulate recommendations. Illinois Learning Standards along with specific lab experiences were also considered. The curriculum of Kendall College and the Cooking and Hospitality Institute of Chicago were reviewed as a measure of our level of preparation.

- C. Additional initiatives (outside of review process)

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Clothing 361/461	Child Dev 361	Child Dev 261	Child Dev 161	Psych for Living
Creative Sewing	Foods 161	Foods 261	Foods 361	Foods DLS
	Clothing 161	Clothing 261	Fashion 161	Child Dev 461
			Foods LA	Interior Design

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
12%	18.75%	18.75%	25%	25%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:

Course or Initiative: Child Development 461

III. Findings

The Child Development 461 course consists of 3 sections with students ranging from sophomores to seniors. This practicum is much like student teaching and exceeds standards established by the ISBE. Students are required to create age appropriate lesson plans and execute them as well. Career possibilities are explored as students assume “teacher roles” in private and public Glenview schools as well as Glenbrook South’s preschool. Students receive a certificate documenting their 20 hours of observation credit. Colleges and universities require observation credit toward degrees such as Elementary Ed. Past students have been able to use the certificate toward this requirement. Students block off 100 minutes of their schedule to participate in this course. In 2008 we were at an all time high for enrollment in the practicum.

The curriculum of CD-461 has expanded to include topics of neonatal care, nursing, and other medical issues related to infants through toddlers. During these units students have expressed a lack of career exposure at GBS and a wish to expand on this. Health related occupations are currently being addressed through our Med-Tech program. The student’s response to this is that they would like the exploration without having to take another class.

IV. Recommendations

Continue to place students in public and private sectors of Glenview as well as Day Care Centers to maximize learning from each age group. Explore opportunities with Glenbrook hospital to expand practicum experience. Assign responsibilities to department to facilitate the implementation through the DCE (Diversified Cooperative Education) program.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	Program Coordinator	Glenbrook Hospital

Course or Initiative: Foods DLS

I. Findings

The DLS Foods class is comprised of about a dozen special needs students who have very low learning abilities. This past year the class was also combined with students involved in the TLS program. Some of these students have one-on-one aides that help them with writing, reading, etc. Their intellectual ability often times creates the necessity to repeat and review lessons numerous times. Their physical ability to perform the needed tasks varies greatly, and for some it is a tremendous achievement. Foods class is very beneficial for these students because of their need for developing skills for independent living and possibly the workforce.

The DLS students are particularly interested in the videos shown and do very well following presentations and demonstrations. They have some difficulties understanding the text so the teacher has eliminated it and instead has produced handouts and power point presentations to better help the students comprehend the material introduced. More emphasis on reading and math has been incorporated by evaluating and changing recipes.

II. Recommendations

Communication with the Special Education department has been very beneficial. Prior to the class a 15 minute meeting with each case manager would be helpful in understanding the needs and abilities of each student. This is presently done through a form. The need for lower level videos on the subject matter of nutrition is needed. Most DLS students take the Terra-Nova test during their 8th grade year. The reading and math data of this test is needed by the teacher prior to teaching the class to assess the ability of the students.

It is recommended that the practice of combining TLS students with the DLS program be stopped. These two groups of students are too far apart in ability level to allow the class to progress at its natural rate.

Continue the emphasis on math and reading. Develop more problems utilizing fractions in measurements in each unit.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Videos on Nutrition Data on the Terra-Nova Tests

Course or Initiative: Interior Design 161/261 courses

I. Findings

Data collected from the Student Assessment Tool “Interior Design Survey” found that 60% of the students want to know how to start a career, where to go for training and characteristics about the job. Data shows that 75% of the students did not know about the levels of degrees for training or the names of schools for interior design.

Data indicates that 50% have interest in home furnishing careers with only 33% indicating interests in employment in buying furniture, accessories, lighting. No student showed interest in home remodeling or staging as a career choice. But 50% of the students expressed an interest in commercial and sales aspect of interior design.

A surprising number, 75% indicated interest in research and development in the areas of furniture and fabric design.

In terms of developing professional skill, 85% of the students showed interest in creating display boards for a client, with floor planning and design critiquing coming in at a 50%.

II. Recommendations

The results of the data reviewed indicate a high level of accomplishment paired with a high level of personal interest in opportunities for creative expression and desire for creative skills appropriate for the workplace in the field of interior design.

More emphasis will be placed on developing goals that require a student to research and define a particular occupation within the design field. Level 261 students will be required to participate in a “Job Shadow” experience.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Homes & Interiors-Classroom set	None	

Course or Initiative: Psychology of Living

I. Findings

The Psychology of Living class is a discussion and project based class comprised of juniors and seniors who are interested in life skills, dealing with life issues after high school and living in a global society. While curriculum has not changed, grade distribution data has revealed a trend of lower grades earned in the past two years. Questions of overall student scores or ability grouping have not lead to any reasons for this drop. Mrs. Rounds has been the only teacher of this class during this time and is very concerned about this trend. Adapting curriculum to a lower level does not improve the quality of the program.

During this time enrollment in AP Psychology with regular level students has increased significantly. This along with the Sociology class of Dating and Family Relationships has allowed students to earn Social Studies credit in courses that were traditionally offered in the Family and Consumer Science curriculum.

II. Recommendations

Collections of scores from longitudinal data (2005-2008) to determine why students enrolled in Psychology of Living are testing at a lower rate. Monitor each unit to determine ability levels.
Meet with guidance and administration to discuss this issue.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

GBS Foreign Language Department Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

French 463
 French 473
 German 463/473
 Spanish 463
 Spanish 473

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. Curricular Review Committees were convened, in which relevant questions pertaining to the courses were discussed, researched, and analyzed. Each committee, comprised of teachers currently teaching the course, then made recommendations for future action.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
French 573	American Sign Language 163	American Sign Language 263	French 363	French 463
AP French Lang 581	French 163	French 263	French 373	French 473
AP German Lang 581	German 163	French 273	German 363/373	German 463/473
Spanish 563	Japanese 163	German 263/273	Japanese 363/373	Japanese 463/473
AP Spanish Lang 581	Russian 163	Japanese 263/273	Russian 363/373	Russian 463/473
AP Spanish Lit 583	Spanish 163	Russian 263/273	Spanish 363G	Spanish 463
	Spanish for Heritage Learners 163	Spanish 263G	Spanish 363	Spanish 473
		Spanish 263	Spanish 373	
		Spanish 273	Spanish for Heritage Learners 363/373	
		Spanish for Heritage Learners 263/273		

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
15%	18%	26%	23%	18%

Course or Initiative: French 463

III. Findings

Students in the French 463 course study the francophone world and its language through history, literature, current events, and film. The curriculum, which was updated in 2004, focuses on four French-speaking regions and/or countries: Canada, Martinique (a French overseas department), Africa, and France. Technology has become a regular component in this course through the use of news broadcasts, music videos, and other authentic materials that further enhance students' understanding of culture and language. New grammar is also introduced and structures from previous years are reviewed.

Students' skills and knowledge are assessed through various writing assignments, oral presentations, skits, quizzes, and exams. Required materials for students consist of a conversation book, grammar workbook, a reader, and teacher generated material. These assessments and instructional materials are currently meeting the needs of the French 463 program, but it is important to continuously evaluate their effectiveness in light of the full vertical sequence of French courses for GBS students.

IV. Recommendations

- ◆ Review and continue to update the current compilation of technology-based activities presently available on-line and in teacher folders on the network in order to enhance the curriculum and student learning.
- ◆ Continue to evaluate the effectiveness of culturally authentic materials in the curriculum. Incorporate additional film clips, news broadcasts, realia, music, and videos such as those found on *YouTube*.
- ◆ Continue to put answer keys, power point presentations, on-line grammar activities, etc. in network folders for easy student access and/or practice until *Moodle* becomes available.
- ◆ Continue to refine introduction of new grammar as well as the implementation of meaningful activities that reinforce concepts and usage.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: French 473**VI. Findings**

The French 473 curriculum challenges the fourth year honor students to use high-level critical thinking skills in a rich linguistic environment. Advanced French grammar is introduced and reviewed, and over 100 idiomatic expressions are presented and used throughout the school year. Students are responsible for using these expressions and advanced grammar in their classroom conversation, oral presentations, and written work. Students read two full-length novels of French literature normally taught at the college level. (Les Jeux sont Faits by Jean-Paul Sartre and La Symphonie Pastorale by André Gide). Students are tested orally and individually on the content of these works. They are also assessed through writing assignments and final oral presentations pertaining to these novels. Students also examine what constitutes a “hero” and they study the role of the Resistance in France during World War II, after which they write an essay on their “hero.”

Although the curriculum excellently prepares students for the French AP course, some revisions could be made to incorporate additional current authentic materials available through technology.

VII. Recommendations

- ◆ Continue collaboration between the French 473 and French AP Language instructors to articulate the evolving requirements of the Advanced Placement World Language examinations.
- ◆ Continue to create a compendium of technology-based resources and activities in order to update the curriculum and enhance student learning.

VIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: German 463/473

IX. Findings

German 463 and 473 exist in conjunction with German levels 3 and Advanced Placement. While many Spanish and French students take a level 4 language course during their junior year, and Advanced Placement their senior year, German students take either 4th year or AP. (This is due to the fact that German is not available at our feeder schools.) Most students enrolled in German 4 are those who wish to continue their language and cultural studies without the pressure of taking the AP examination in May. Starting with the 2007-2008 school year, these advanced students use *Kaleidoskop*, a college level textbook that is organized thematically. The rotating curriculum that was implemented that same year is going well, and students are currently in year 2 of the rotation.

The German program at GBS is considered full-immersion at all levels of instruction. There is an expectation that students will hear and speak German at all times in order to best prepare them for the multi-level class they are likely to experience after second year. Students read online German newspapers on a weekly basis, beginning in level 3, and are expected to summarize articles and look up new vocabulary. Reading actual news items that have not been adapted for student use helps students develop more advanced reading skills. The use of culturally authentic resources, including news stories, is an integral component of the course.

Writing and speaking are also skills that are further developed in this course. Students speak in both interpersonal and presentational modes, and they also write in a variety of ways- letters, travel brochures, short stories, poetry, persuasive essays, etc. It is always a goal of the German program to provide students with authentic tasks to increase interest level and performance.

X. Recommendations

Working with students in levels 3 through AP is a clear challenge, but the development of a rotating curriculum in the summer of 2007 has been successful to better meet the needs of the students. There is still a need, however, for continuous monitoring of this curriculum in order to appropriately differentiate instruction for the three levels as much as possible.

XI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Summer 2007	<i>Kaleidoskop</i> adopted 2007	N/A	N/A

Course or Initiative: Spanish 463**XII. Findings**

The Spanish 463 curriculum was completely redeveloped for the 2007-08 school year. A new college level textbook, *Enfoques*, was successfully piloted during second semester of the 2006-07 school year, and was then officially adopted. This redesigned course offers students more exposure to authentic language and culture than the previous curriculum, and it builds upon recent changes at the Spanish 363 level with the *Realidades* curriculum. A summer project was completed by the team prior to implementation of the curriculum.

There was a concern that due to the increased rigor of the new curriculum, the attrition rate might be higher than in previous years. Fortunately, data analysis revealed that this was not an issue. Grade distributions also remained stable as compared to prior years. A slight decline was noted, however, in the number of Spanish 463 students who enrolled in Spanish 563 the next year. Upon further review, while these numbers represented a decline, the data was in line with the 2004-05 and 2005-06 figures. This suggests that the decline last school year may be attributable to another factor. Team members did note that a greater number of Spanish 463 students requested and were granted permission to enroll in the Spanish AP 583 level. When probed, several students expressed that they felt prepared to take on a more challenging curriculum as a result of their experience at the Spanish 463 level. Teachers concurred, and therefore most of these recommendations were approved. Their progress is currently being monitored.

XIII. Recommendations

The team would like to include a full-length film into this thematic curriculum next year. Therefore, course sequencing and available movie options need to be evaluated in order to make the best selection that will enhance the curriculum. The team will also continue to incorporate other authentic materials such as news broadcasts and music to improve student learning and participation.

XIV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Summer 2007	<i>Enfoques</i> adopted 07-08	N/A	N/A

Course or Initiative: Spanish 473**XV. Findings**

Students in the Spanish 473 course perform consistently well in the four language skills that are assessed throughout the year. They are also well-prepared for the AP class the following year. It has been noted, however, that student grades tend to fall slightly from first to second semester. Two factors that may contribute to this are an imbalance in curricular design and student over-extension beyond Spanish class. First of all, the grammar concepts introduced in the second semester are harder than what is covered during first semester. More complex projects also take place in the second half of the year. In addition, since most students in this honors-level course are juniors, they are taking ACT and PSAT's, most have several AP examinations for which they are preparing, and there are a higher number of absences due to field trips, assemblies, and extra-curricular activities. These factors are currently being addressed by the teacher in order to maintain and support student learning as best as possible.

Instructional materials were also evaluated as part of this curricular review process, and the current text may no longer be meeting the needs of the course. It was recently discovered that practically all of the literary readings in the Abriendo Paso textbook can now be accessed online. Also, the grammar workbook, while being a good source for practice and explanations, is poorly organized. The AP Spanish vertical team will be discussing future options.

XVI. Recommendations

Review the curriculum in order to remediate the significant imbalance in the level of difficulty of content and expectations for assessment during second semester.

Begin looking at a possible textbook adoption for the 2009-2010 school year to better accommodate student learning and to create a more structured course.

Gather feedback from students at least twice per semester in order to have a better understanding and learning environment between teacher and students.

XVII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	Will research new materials for 2009-10 school year	N/A	N/A

GBS Health, PE and Driver Education Department Curriculum Report

I. Introduction

A. Courses Reviewed

Adventure Education
Weights

B. Process

The above courses were reviewed in accordance with the District #225 Board of Education model. The Instructional Supervisor convened two curriculum review committees to examine the above courses. The curriculum was reviewed to assess such topics as course grades, scope and sequence of courses, review of objectives and assessments, teaching models and effective classroom practices, state standards and conditions conducive to changing and improving the curriculum. Dr. Nancy Giebel and Mr. Steve Gale met with the course review committees several times to coordinate the work for this report. The committees consisted of teachers currently teaching their respective courses and/or stakeholders in the course.

C. Additional initiatives

Physical Management is in its initial year of being reinstated into the curriculum. The culmination of the program was a triathlon which was completed at the end of the school year. The triathlon included swimming, running and biking components. The physical education staff was on hand for supervision as well as a large number of parents to help encourage the students in completion of their endeavor. The course will be reviewed after three semesters, as mandated for new courses, and then added into the EPP review cycle to be consistent with GBN's Fit for Life Course.

II. Next Year's Work

November 2008	November 2009	November 2010	November 2011	November 2012
Weights	Freshman	Sophomores	Lifetime	Weights
Adventure Ed	DLS/TLS	Dance	Swim Fitness	Adventure Ed
(Physical Management added to the EPP review for Nov 2013)		Driver Education	Health Education	PE Leaders
			Team Health	Aerobics Adaptive PE

Approximate percentage of curriculum to be reviewed:

November 2008	November 2009	November 2010	November 2011	November 2012
12%	12%	18%	23%	35%

Additional courses to be reviewed this year:

None

Adventure Education

III. Findings

- Instructors noted the need to review enrollment trends in the adventure education program. Teachers wanted to improve student enrollment for high adventure educational opportunities for all students. Discussion ensued regarding the need for course exposure for underclass students in adventure opportunities.

IV. Recommendations

- In-service training on the content and activities present in the course was recommended for Glenbrook South Physical Education teachers. This training would aid teachers in sharing information about Adventure Education opportunities with their sophomore and junior students.
- Site visitation for high adventure opportunities was recommended. High Adventure teachers will visit both Oak Park and Niles North/West High Schools to learn more about their high adventure offerings.
- Coordination with high adventure businesses was recommended. Physical Education Instructional Supervisor and high adventure teachers will meet with staff from Cliffs and Cables to review new and upcoming facilities and materials.
- Instructors noted a need for site visitation for outstanding programs. Two school districts were recommended for site visits: Niles and Oak Park.
- Discussion of short term and long term goals for facilities took place. Visions of a high ropes course, additional climbing facilities and team building equipment were noted.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Adventure Ed curriculum project completed in June 2007 by Mr. Monahan	None	None	None

Weights and Conditioning

III. Findings

- Instructors noted need for an extensive review of the weight and conditioning curriculum including state standards, specific assessments, objectives and enrollment.
- The topic of selectorized machines was a priority discussion item for committee members. Discussion took place regarding the need to obtain special equipment to help students improve participation levels in the program.
- Continuity of course curriculum between all weight instructors was a topic of discussion. An outline for the weights and conditioning program was completed to ensure standardized testing between all classes was completed. In addition a summer project was recommended to coordinate the cardiovascular endeavors for the program.
- Instructors noted a need for an in-service meeting with both the physical education and coaching staff regarding knowledge and basics of the equipment. In addition, information regarding policy and procedures for the weight room must be established.
- Discussion took place regarding the need for an aide or strength/conditioning supervisor. A listing was developed for a job description for this individual.

IV. Recommendations

- Committee member, Tom Mietus, completed an outline for the weights and conditioning program for the physical education staff. This outline includes standardized testing between all classes to ensure the continuity of the course curriculum.
- Discussion took place regarding the outline and need for equipment/machines in the new fitness/weight room. Lifetime Fitness completed a tentative design for the existing machines. New equipment requests will be given to the department chair who in turn will coordinate these requests with the Athletic Director.
- In-service training was provided by Lifetime Fitness for all physical education staff members. Topics included equipment options, cleanliness and safety of equipment, as well as policies and procedures for weight room use.
- It was recommended that an aide or strength/conditioning supervisor be hired to assist both during school hours as well as after school hours. These positions have been approved by the board of education and filled for the 2008 – 2009 school year.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	Weight and Condition Summer Project completed by Tom Mietus, June 2008	None	Completed the proposed hiring of staff member for day and after school hours	None

GBS Mathematics Department Curriculum Report – November 2008

I. Introduction

- A. Courses reviewed during past year
- Geometry Team 263
 - Geometry G 263
 - Geometry 263
 - Geometry Honors 273
- B. Process
- The review process for all of the above courses followed the District #225 Board of Education model. Curriculum Review Committees convened to study enrollment patterns, achievement scores, course grade distributions, the background of the students who take the courses, success in previous and subsequent courses, and anecdotal information which come from observations, discussions, and surveys. Curriculum and texts were reviewed with respect to the NCTM Standards and the organization of the course within the Departmental sequence. The committees were comprised of teachers currently teaching the respective courses or who have a stake in the direction of the course.
- C. Additional initiatives (outside of review process)
- None.

II. Report Schedule

November 2008	November 2009	November 2010	November 2011	November 2012
Team Geometry 263	Pre-Algebra 163-LA	Computer Science 261	Computer Science Honors Java 371	Precalculus with Statistics 463
Geometry 263G	Decision Making with Data 561	Advanced Algebra 363	Team Algebra 163	Precalculus with Discrete Math 563
Geometry 263/263-LA	Calculus 663	Advanced Algebra Honors 373	Algebra 163G/163G-LA	Precalculus Honors 573
Geometry Honors 273	AP Calculus AB 683	Algebra 163/163-LA	Algebra II with Trig 363G	Advanced Topics Honors 873 (Sem1)
	AP Calculus BC 683		Algebra III with Trig 463G	
	AP Statistics 683		Advanced Topics Honors 873 (Sem2)	
	AP Computer Science 483			

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
28	18	23	14	17

Additional courses to be reviewed this year: None

New course(s) to be reviewed after 3 rd semester: None

Course or Initiative: Geometry Team 263 / Geometry G 263

III. Findings

- The new *Math Connections* textbook has a much heavier emphasis on reading.
- The curriculum lacks sufficient number of activities to engage students.
- The structure of the text, which includes both exercises and discussion topics, helps students process the material. It models good active reading strategies.
- The curriculum presents some thought-provoking and challenging problems that encourage students to use problem-solving strategies on a daily basis. However, for this level student, there is not sufficient practice for some topics.
- The students have transitioned well from Algebra G because they are accustomed to the *Math Connections* style and philosophy.
- The team of teachers has collaborated closely with the authors of the series to recommend changes to future editions.

IV. Recommendations

The Department continues to implement the new “G” curriculum one year at a time. The 2007-08 school year was the first year of the new curriculum at the sophomore level (Geometry Team/G). Students will be given more guided reading activities to encourage students to read for comprehension and fully utilize the text. Activities and labs, such as Geometer’s Sketchpad labs, will be re-implemented into the course to facilitate a deeper understanding of the material. The team will design more explorations and exercises for students who need more practice. The revised edition (yet to be released) will be analyzed for possible adoption. As data becomes available in the future, the team must analyze the results on standardized tests and other assessments (semester exams) for students coming out of this program.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Project was done summer ‘08	Will be looking at new edition		

Course or Initiative: Geometry 263

III. Findings

- Over the last three years of data, there is a weak positive correlation (was never greater than 0.5 for any) between grade points in the course and Terra Nova / Explore scores. Both reading and math scores were compared with success in the course. These scores alone are not sufficient predictors for success in the course. Students as low as about the 35th to 40th local percentile on the Terra Nova can still be successful if the student has good work habits and commits the needed time to get extra help where needed.
- Often additional information (i.e. an additional content-specific test) is needed to recommend a move up from Geometry to Advanced Algebra Honors due to the difference between the courses.
- The team is pleased with the curriculum and textbook although some paring down of topics may be necessary to allow for more in depth exploration of critical units and a more conceptual approach to student learning that involves students more fully.
- This course is different than algebra. This makes for a double transition for incoming freshmen: they adjust to high school mathematics expectations and rigor as well as adjust to the thinking required for geometry as opposed to the more skill-based 8th grade algebra.
- Given the three-year graduation requirement and the pressures of state tests (which involve much geometry), it is important that freshmen be prepared for success in this course. Weaker students (Terra Nova scores below 35th – 40th locally) are better served to begin the high school sequence with algebra and build a stronger foundation before tackling geometry. Furthermore, given the three-year graduation requirement, weaker students who begin with geometry as a freshman are required to complete Precalculus with Statistics simply to graduate. Those going on to an optional fourth year of math are likely to struggle even more.

IV. Recommendations

- Continue to weight factors other than test scores in placement into course and recommendations for the following course. Where necessary, the Department should develop additional tests to gather more information.
- Evaluate the specific curriculum to see which topics need more time or more depth. Pare down less critical topics to make time for such changes.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	None, but the team will collaborate during the year to work on curricular improvements.	N/A		

Course or Initiative: Geometry Honors 273

III. Findings

- Two-thirds of the freshmen in Honors math at GBS take Advanced Algebra Honors as freshmen. We average about 45 – 50 students a year who take this course and were not in Geometry Honors as 8th graders but exhibit Honors-level ability (*about 1/3 of freshmen in Honors math*). As a group, the students in Geometry Honors have significantly lower Terra Nova scores than their peers going into Advanced Algebra Honors but better than Geometry 263.
- It is difficult to predict success in Geometry Honors. It is a very different type of course than algebra and success in middle school algebra does not guarantee success in Honors level geometry. Usually 4-6 students change levels during the fall and move into regular geometry. In terms of Honors placement for the next course, a substantial percent do not continue with Honors and go to regular Advanced Algebra. For 07-08, 27% moved down. In the last few years the percentage dropping down has been trending lower (perhaps due to better teacher instruction and better freshman placement).
- Typically this class is 95% - 97% freshmen.

IV. Recommendations

- Maintain high standards for the course and for enrollment into it. Maintain the high level of rigor throughout the curriculum that provides an appropriate challenge to strong students who continue in the Honors sequence.
- Continue to support student learning by identifying misplaced students and recommending the appropriate change (be it a level change during the year or a recommendation for the following year to change levels). Students who struggle but can be successful with appropriate interventions and instructional strategies should remain in the Honors level course.
- Continue to offer this course even though the vast majority of Honors students take geometry in eighth grade. Some families opt out of the fast-track in middle school knowing that there is the option of being in Honors level math even if the student is not in the most advanced level (geometry) in eighth grade.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	None.	N/A		

GBS Music Department Curriculum Report – November 2008

Introduction

A. Courses reviewed during past year

Master Singers, Jazz Band and Jazz Ensemble, and Instrumental Exploration

B. Process

The Instructional Supervisor and the music teachers met together and then separately in their individual disciplines to review test results, survey data, performance assessments, and enrollment trend data. Over a period of a year's worth of review and assessment of concerts, contests, and recordings, we also discussed anecdotal information concerning the quality of ensembles, performance stress, and performance opportunities for our student body. We also discussed the number and kind of students we serve by offering Instrumental Exploration.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Electronic Music	Girl's Glee Club FHR	Premier Chorus		Master Singers
Music Theory I	Titan Chorus FHR	Symphonic Band	Bel Canto Chorale	Jazz Band
AP Music Theory 2,3	Freshman Strings		Symphony Orchestra	Jazz Ensemble
Guitar	Freshman Band	Concert Band	Symphonic Band	Instrumental Exploration

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
22%	22%	17%	22%	17%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
None

Course or Initiative: **Master Singers**

I. Findings

Master Singers is considered our most advanced curricular mixed choir. Like the advanced treble choir, students at this level demonstrate an advanced knowledge base in the rudiments of music, pitch accuracy, breath support, and evenness of tone throughout their range. The advanced skill level allows for the study and performance of more difficult collegiate literature. Enrollment has been consistent over the past five years, averaging 84 members. The gentlemen make up on an average of 42% of the entire enrollment. As is common practice with all of the choirs, the students are placed into Master Singers based on oral and written final exams given in January.

The members of Master Singers demonstrate wonderful tone quality, rehearsal ethic as they sing collegiate level literature. As with members of all the choirs at GBS, the average student struggles with the language and rudiments of music, especially as it relates to reading music. While most choir-members read music well, there are still a fair amount of students accustomed to learning their vocal part only after hearing “how it goes” on the piano. There are only a few choir members who struggle with pitch or tone quality, but because of their age (especially for the seniors) and dedication to the music department, they remain a vital part of this ensemble.

II. Recommendations

In order to improve our student’s skills, it is our recommendation that we develop and purchase materials to support an organized approach to teaching sight-reading and music rudiments. We also recommend re-evaluating the audition process that is part of the semester and final exams so that we can clearly place students in the appropriate choir. We would also like to maintain a re-audition process even for juniors in Master Singers in the late spring verifying the placement for the subsequent year.

The quality of performance continues to astound even the teachers, and it is our hope that we maintain the high level of musicianship present in the current ensembles. We will also perpetuate the policy of needing to be enrolled in Masters Singers before a student can become a member of the smaller ensembles: Chamber Singers, Solace, and Nine. Master Singers needs to remain the exemplar for all of our choirs while we continue to hold high its reputation in the choral world and community.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None				

Course or Initiative: **Jazz Band and Jazz Lab**

I. Findings

In 2006-07, major curricular adjustments were made to the band program, affecting class size, staffing, and scheduling—we are in the third year of this transition. Because of our philosophy of team teaching, the music department has brass, woodwind, and rhythm expertise available to students in each class period. Teachers move between ensembles so that work on individual techniques of the instrument and idiom can be addressed. All students enrolled in jazz are required to participate in a curricular GBS ensemble during the day. Jazz and Symphonic idioms depend on each other. One cannot exist without the other. Teaching the basics such as good tone, intonation, and counting are a major part of the symphonic and jazz ensembles. Findings show that 32% of students take private jazz lessons on their instruments while 25% of students perform with the Midwest Young Artists Jazz ensembles outside of school time. Improvisation begins at the entry level continues through the upper level ensemble.

Individual student performance levels have increased due to literature, private study/practice, MYA (Midwest Youth Association) and staffing adjustments. This is proven by auditioned performance assessment results, which are compared from year to year. Both ensembles perform at a higher level than in previous years because of heightened individual student performance contribution.

II. Recommendations

Our Jazz Lab instrumentation is very large. With the addition of a few winds, we could begin a third ensemble; however our staff already carries a full load. Because of the early hours, we are seeking better ways to assure 100% participation. Concurrently, we will seek ways to set up a scholarship fund for low-income students so they use instruments in good condition and participate in private lessons. We are certain that the band room should be technology enabled (accomplished with existing building budget) so that we can implement “Smart Music” into our program and allow the students to practice with a rhythm section at their homes or on their own. We need to develop “Smart Music” curriculum to parallel our daily rehearsals. Within a year we hope that our jazz band performs at a state, university, or conference venue.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None				

Course or Initiative: Instrumental Exploration

I. Findings

The purpose of this class is to help both the trained and non-trained students expand their creative means to discover their performance potential. The class also enables all students, including ESL and Special Education students, to participate in a variety of activities involving musical learning experiences of the elements of music and reflection upon its expressive qualities. As students explore the expressive elements of music, they are engaged in a variety of learning behaviors: perceiving, reacting, producing, conceptualizing, analyzing, evaluating and valuing. All students deserve these opportunities. ESL and Special Education students make up 85% of the student enrollment; the other 15% are simply students learning a secondary instrument.

A particularly interesting finding is that 80% of the students continue on to participate in other ensembles. For those students who struggle with language barriers, this class has become more than a music class. It is an orientation to Glenbrook South family. Low-income students can only participate if the school supplies an instrument. Because students perform at different levels and progress at different rates, it is difficult to perform as a band. This class helps the band directors fill voids in instrumentation that occur when the junior highs don't provide ample instrumentation for the high school level (e.g. French horn, tuba or oboe).

II. Recommendations

Our recommendations essentially include maintenance of the structure and organization of the class while we continue to investigate new and better ways to improve the quality of the bands. Ideally, no more than ten students should be enrolled in this class, and it is important that we continue to advise counselors and teachers that opportunities like this are still available in the music department. Music teachers should work closely with the ESL and Special Education departments to implement a schedule that works for all departments and a plan to provide low-income students with instruments. We may need to investigate grants, foundations or donations. Technology such as "Smart Music" will help with the flow of the curriculum and quality of the performance.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None				

I. Introduction

A. Courses reviewed during the past year:

- Horticulture 161*
- Advanced Horticulture 262*
- Horticulture-LA 161*
- Medical Technology 161*
- Astronomy 161*

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. A Curriculum Review Committee, consisting of a group of teachers responsible for the course curriculum, was convened for each course. Each committee brainstormed a list of relevant questions, collected and analyzed data relating to these questions, and made recommendations based on data.

C. Additional initiatives (outside of review process) – N/A

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
AP Biology 283	Introductory Chemistry 163	Introductory Biology 163	Conceptual Physics 163	Horticulture 161
AP Chemistry 283	Chemistry 163	Science-Technology-Society (STS) Biology 163	Physics 163	Advanced Horticulture 262
AP Physics 283	Honors Chemistry 173	Honors Biology 173	Honors Physics 173	Horticulture – LA 161
AP Environmental Science 283	Honors Engineering Physics 273	Biology – LA 163	Honors Chem/Phys 173	Medical Technology 161
Forensics 161	Brain Studies 161	Biology Team 163	Honors Chem/Phys 273	Astronomy 161
	Geology Field Study 161		Physical Science Team 263	

Approximate percentage of curriculum to be reviewed:

November 2008	November 2009	November 2010	November 2011	November 2012
18%	22%	18%	22%	18%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
Astronomy 161

III. Findings

The Horticulture team sought to investigate the performance of students on practical assessments when compared to pencil and paper ‘traditional’ assessments. The data collected below summarizes some of the team’s results.

‘Traditional Assessment’ Averages Compared to PLAN Scores and Practical Assessments							
“Traditional Assessment” Averages	Number of Students Who Received This Average	Average Comprehensive PLAN Score Earned by These Students	Number of Students Who Earned Each Plant ID Average				
			Practical A Averages	Practical B Averages	Practical C Averages	Practical D Averages	Practical F Averages
A	11	23.45	10	1	0	0	0
B	47	19.81	41	4	0	1	1
C	49	18.63	32	9	6	2	0
D	33	17.61	14	11	6	2	0
F	37	15.14	15	3	9	4	6

The team concluded that the data supported their initial hypothesis: students who struggle with traditional testing are nevertheless able to find legitimate success in this course, using skills alternative to traditional pencil and paper assessment. Among these alternative talents are the genuine scientific skills of close observation and recognition of learned features. Although the reason for success in practical assessments over traditional assessment was not directly investigated, the team believes that providing assessments that address other learning styles is probably the biggest reason for student success in these practical assessments.

IV. Recommendations

The following recommendations have been made by the Horticulture team in order to address the findings listed above:

- Find ways to further tap into students’ alternative talents on pen-and-paper “traditional” assessments, as well as on the plant identification (practical) assessments.
- Educate students at the beginning of the year about the nature of the two different assessment components of the class and suggest that they depend upon different skill sets.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	Yes	No additional staffing	No

Course or Initiative: Advanced Horticulture 262**III. Findings**

A survey was developed and administered to all Advanced Horticulture students to investigate the perceived influence of this course on students' lives outside of school. Data was also collected relating previous science preparation of these students with current performance in horticulture. The findings are summarized below.

- Some students use horticulture quite significantly in their lives outside of school (i.e. planting gardens, working for landscaping companies, doing floral arrangements).
- Students appreciate the problem-based or project-based approach to this class, as it gives them a huge sense of responsibility. As students do take the responsibility seriously, many students commented on the high stress level that they feel from this class.
- Students have taken anywhere from 1-7 semesters of science prior to this course and come from a wide variety of other science courses.

IV. Recommendations

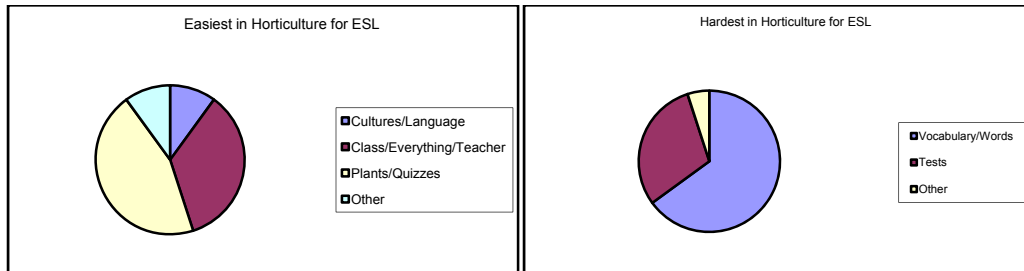
- An 'outside the classroom' project may be required as a result of this curriculum review project, with the goal of helping even more students explore ways of applying what they have learned in this course to the 'real world' around them.
- The issue of student stress needs to be addressed directly. This should be done by talking with students concerning the parts of projects they find the most stressful. Although the stress stems from students taking their own project designs very seriously and from feeling a great sense of ownership, the amount of stress needs to be better managed.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	No	No additional staffing	None

III. Findings

The goal of this curricular review project was to assess the progress ELL (or ESL) students made in their language skills from the beginning to the end of the year. In addition, the attitudes toward different parts of the class were measured. A survey was constructed and administered to accomplish this. A sample of the data and some major findings are recorded below.



- As noted in the above data (left), ELL students perceived significant progress in their ability to understand the language, as a result of their work in the Horticulture LA class.
- ELL students were able to perform better on practical, hands-on quizzes when compared to traditional written assessments. Furthermore, they perceived the practical plant quizzes to be the type of assessment with which they were most successful.
- As noted in the above data (right), ELL students felt overwhelmed by the large vocabulary used in the Horticulture LA class.

IV. Recommendations

Three recommendations have resulted from the above findings:

- Practical plant quizzes should continue to be an integral part of the course.
- More attention should be given to vocabulary. Offering vocabulary quizzes or a “Word (or Words) of the Day” might be a way to address this.
- An effort should be made to make the written tests more ‘hands on’ and vary questioning style to include other (visual and tactile) intelligences.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	New Text	No additional staffing	None

III. Findings

An on-line student survey was administered to all Medical Technology students at the end of each semester. The survey was a tool to measure student demographics, medical career aspirations, course mechanics, and the students’ perception of course strengths and weaknesses. In addition, a three-year analysis of grade distributions in this course compared to performance in previous science courses was performed to predict success in this course and evaluate pre-requisites.

Below is a summary of key results from the survey:

- 100% of the students responded that they were better able to deal with medical related questions as a result of taking the Medical Technology course.
- 75% of the students responded that they would be more likely to enter the medical field as a result of taking the Medical Technology course.
- A majority of students mentioned that the laboratory exercises in Medical Technology were a major strength of the course.
- Students felt exams were not accurate measurements of what they spent time on in class.
- Students felt the class was rushed and wished they could spend more time on each unit. They also expressed an interest in an Advanced Medical Technology course.

Below is a summary of key results from the student grade distribution:

- There is a strong correlation between students’ Medical Technology grades and their grades in STS Biology, Introductory Biology, and LA Biology. Most apparent was that students who earn less than a B in Intro Biology perform at the C-F level in Medical Technology.
- There was little, if any, correlation between students’ Medical Technology grades and the number of semesters of science taken prior to Medical Technology or their year in school.

IV. Recommendations

The following recommendations have been made by the Medical Technology team in order to address the findings listed above:

- The Medical Technology team will re-examine each unit exam and match course content (primarily lab content) to the exam content, making sure key concepts from laboratory exercises are highlighted in exams.
- The Medical Technology team will investigate the ability to develop an Advanced Medical Technology course and possible topics.
- The Medical Technology team will discuss the performance of Intro Biology students with Intro Biology teachers, regarding course recommendations.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	No	No additional staffing	None

III. Findings

Four semesters of student data were used to investigate the relationship between a student’s grade earned in Astronomy and his/her grades earned in Chemistry and Physics. This question was most important to the team as evaluating the placement of students in this relatively new course at GBS is very important. The performance of Special Education students in Astronomy was also investigated. Below is a summary of the findings:

- The correlation between the Astronomy grade and the grade earned in all Chemistry courses was .43; the correlation between the Astronomy grade and the grade earned in all Physics courses was .52.
- Students enrolled in Honors Chemistry and Regular Chemistry performed well in Astronomy, earning a C or above. Out of 11 students previously enrolled in Introduction to Chemistry, 8 earned a C or better, with three students receiving D’s.
- All Honors Physics students earned at least a B in Astronomy. Regular level students also performed well; one student earned a D, while all others earned a C or better, with most earning a B or an A. Out of 8 Conceptual Physics students, one D was earned, with all others receiving a C or better.
- Special Education students did not fair as well in Astronomy. Out of 8 students, one received an F and three received D’s.

IV. Recommendations

- Students who have earned at least a C in Honors Chemistry or Honors Physics should be successful in Astronomy and should be enrolled in Astronomy if they wish.
- Students who have earned at least a C in Physics or Chemistry should be successful in Astronomy with a few exceptions, and should be enrolled in Astronomy if they wish.
- Students who have received a C or better in Introduction to Chemistry are most often successful in Astronomy, but if their Chemistry performance was a low C or below, careful consideration should be given as to whether the student will be successful in Astronomy.
- Students who have received a C or better in Conceptual Physics are most often successful in Astronomy, but if the Physics grade was a D or below, careful consideration should be given as to whether the student will be successful in Astronomy.
- Special Education students generally have not been successful in Astronomy, and consideration should be given to their reading ability in particular. If the student’s reading skills are low, it is recommendation that the student not enroll in Astronomy.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	No	No additional staffing	Students will purchase a WebAssign

GBS Social Studies Department Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

AP U.S. History 183

AP Psychology 183

AP European History 183

AP World History 183

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. A Curriculum Review Committee was convened for each course and consisted of a subset of teachers responsible for the course curriculum. Each committee brainstormed a list of relevant questions, collected and analyzed data relating to these questions, and made recommendations based on data.

C. Additional initiatives (outside of review process) – N/A

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Issues and Answers 161/162	Russian History 161/162	World History Studies 163	US History 163	AP U.S. History 183
Sociology 161/162 Marriage and Family Crime and Deviance	Urban Studies 163	World History 163	U.S. History Studies History 163	AP Psychology 183
Sociology 161/162 Dating and Family Behavior and Crime	World Religions East/West 161/162	World History Honors 173	U.S. History LA	AP European History 183
Psychology 161/162	Pacific Rim 161/162	World History LA		AP World History 183
Latin American History 161/162	Brain Studies 161/162			
	Political Science 161/162			
	Conflict and Resolution			

Approximate percentage of curriculum to be reviewed:

March 2009	March 2010	March 2011	March 2012	March 2013
15%	20%	25%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
Latin American History 161/162
Political Science 161/162

Course or Initiative: AP U.S. History 183

III. Findings

Data collected over the past five years indicates that approximately 75-80 students enroll in this course each year. The course is very rigorous and only 2 students on average drop the course each year for various reasons. Emphasis on placing students into the course that are most likely to succeed (i.e. – with emphasis on critical reading ability) have dramatically decreased the number of students that eventually choose to drop the course. Data from AP scores from 2002 to 2007 indicates that GBS does an excellent job of preparing students for the national examination. During this time period the percent of students earning a score of ‘3’ or higher ranged from a low of 82% to a high of 92%. Those earning a score of ‘4’ or higher ranged from 54% to 70%. On the most recent exam for which global data is available, 11% of the students nation-wide earned the top ‘5’ score, while 32.6 percent of GBS students earned a ‘5’. Nation-wide, 53% earned a score of ‘3’ or higher, while at GBS that figure was 93%. Data provided by the AP program show that GBS students outperform global means on all sections of the multiple choice portion of the test and on all parts of the essay portion. Data also indicates that the political history from the Civil War to World War I is the weakest subset, though GBS students still perform well above national means. It is speculated that this time period in U.S. History contains complex topical areas that students find challenging (e.g., Reconstruction, rise of Populists, Progressivism); and that two vacations that occur during this time period in the school year may cause additional learning challenges for students.

IV. Recommendations

- Instructors will continue to develop more in-class and on-line graded discussions.
- Instructors will investigate a possible change in course text. The current text, *A People and A Nation*, has been used for 8 years. Instructors are also interested in introducing short stories that focus on key themes of the course.
- Instructors need to better coordinate the writing and research skills expected of students enrolled in AP European History (sophomore elective) and AP U.S. History (junior year).
- Instructors need to investigate changes being contemplated by the AP program involving U.S. History – a possible focus on key themes embedded within a chronological approach to the study of history. The content coverage of this course continues to be daunting – both to teach and learn.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Possible change in textbook	No additional staffing	No additional resources

Course or Initiative: A.P. Psychology 183

III. Findings

Glenbrook South’s Advanced Placement Psychology course has been successful with a wider range of students than is typically enrolled in our AP courses. Our comparison to nationwide scores is outstanding, and we consistently hear favorable comments from students concerning their preparation for the exam as well as the applicability of the course to their lives. The course has had six to seven sections per year for the past five years (approximately 200 students per year), with an average of 28 students per class from a variety of academic ability levels. While a small number of students each year have previously taken regular level Psychology or Brain Studies, most begin the course with no prior knowledge of the subject. In 2007, 131 out of 175 students taking the AP exam earned scores of ‘4’ or ‘5’, qualifying them for college credit at most universities. More importantly, in our view, the majority showed consistent ability to apply course content across a variety of situations in and out of school. Data from the past seven test administrations show that the percentage of students earning ‘3’ or higher ranged from 89 % to 96 %. In analyzing the individual sections of the 2007 exam results, we find our students outperform the national average in all categories, multiple choice and free response in all content areas. Specifically, GBS students scored 11.9 % higher than the global mean on the multiple-choice questions and 14.8% higher than the global mean on the free response questions. Although still above national norms, students continue to struggle with the biological aspects of the AP exam, as reflected in their ‘06 and ‘07 scores. Our speculation as to why they struggle is the inherent difficulty of the material, as well as the fact that this is one of the earliest units of the course

IV. Recommendations

- Instructors will address the area of need noted above by emphasizing biological concepts more thoroughly, and by incorporating learning strategies that compel students to make natural connections between course content and real life experience. Students will also receive review materials on Biopsychological topics to help better prepare them for the exam.
- AP Psychology instructors are interested in creating interdisciplinary units of study and assessments with the Humanities program in English. Having the time to meet with English colleagues is needed.
- Instructors need to continue to find supplemental readings that enhance student understanding of complex topics in psychology

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	No	No	No additional staffing	No additional resources

Course or Initiative: AP European History

I. Findings

In the past four years the AP European History course has had approximately 55-70 students, and three sections per year. The numbers reflect a decline in student enrollment as the number of classes has dropped from four sections (prior to 2004) to three in 2007. Until recently, GBS AP European test scores have far surpassed the national average. In '06, 25.3 percent of GBS students taking the exam earned a '5', while the global population percentage was 11.9 percent; 35.6 percent of GBS students earned a '4', while the global population was 20.2 percent. In '07, 8.3 percent of GBS students earned a '5', while the global population percentage was 11.1; 38.3 percent of GBS students earned a '4', while the global population was 18.9 percent. The decline in GBS scores of '5' between '06 and '07 is most likely the result of changes in the Academy program. Academy seniors no longer take AP European History, and very few non-Academy seniors take AP European History. It is to be noted that the AP European History course at GBS has become primarily a sophomore course, and it is very difficult for sophomores to get '5's on AP exams. That being said, we are very proud of the number of '4's students earn, well above the national average. In the global population many school systems in the nation still have seniors predominantly enrolled in the course - even though the national trend is to place this course into the sophomore year. Now that the course is primarily for sophomores data needs to be collected for the next several years to assess long term learning trends. In reviewing AP data concerning multiple choice and written sections of the exam, the only apparent weakness uncovered (though still above the global population) was in the area of historical content post 1850 to the present.

II. Recommendations

- Instructors recommend that more seniors are reached out to and informed about the course – both Academy and non -Academy.
- It is recommended that increased communication take place between freshman Honors World History and AP European History levels so that writing, research and critical thinking skills could be better coordinated.
- AP European History is in need of more ancillary materials that support the new textbook, and enhance student reading interest.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Possible new ancillary source

Course or Initiative: AP World History 183

I. Findings

Over the last five years, the non-Academy AP World History class has enrolled 30-45 students in one or two sections. As a senior elective, the class is open to any student who has an interest in World History. However, students need to demonstrate strong reading skills to take this class. Prior AP experience is not a pre-requisite for the course. However, about 60 % of the students in the course have sat for at least one previous Social Studies AP class. Of the remaining 40%, approximately 35% of the students have sat for an AP class in other curricular areas. About 5% sit for the AP World History exam without any prior AP experience. AP World History students surveyed at the end of the course indicate that prior AP experience is not necessary for success in the class, but that it is helpful regarding specific AP examination test-taking skills. AP data compiled from 2002-2007 show that the percentage of students earning a score of ‘3’ or higher ranged from a low of 93% to a high of 97%. Those earning a ‘4’ or higher ranged from a 63 to 83%. On the most recent exam (2007) 11% of student’s nation-wide earned a ‘5’ score, while 43.8% of GBS students earned a ‘5’. Nation-wide, 54% earned a score of ‘3’ or higher, while at GBS that figure was 93.9%. Data also shows that GBS students outperform global means on all sections of the multiple choice portion of the exam and on all parts of the essay exam. AP data review indicates that GBS students perform strongest in the first two periods of history assessed, and wanes in the last three periods, but still exceeds national means. Overall, the AP World History class has been successful. The class does not draw large numbers of students, but does attract ‘true’ students of history. As a capstone course, AP World ties together much of the knowledge imparted at GBS and contextualizes it in a global framework.

II. Recommendations

- There is a need to investigate and utilize on-line discussion activities that allow students to engage the curriculum from outside the classroom.
- Investigate the possibility of including a debate component that enriches student discourse.
- The current Stearn’s textbook may need to be replaced. It has been used for five years. A plethora of new texts have emerged in the past two years. The adoption of a new text that better addresses student reading needs is a high priority.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes, if a new text is selected	Yes	No	No

Course or Initiative: Political Science 161/162 (3rd semester review)**I. Findings**

The course was designed to provide students with an overview of the American political system focusing on the structure and components of the system. However, the approach has evolved over the past two years to be less textbook driven and more current events based. With a goal of developing active participants in our democracy the course has sought to increase and nurture in students an awareness of the political environment in which they live. This goal has necessitated a textbook change from a traditional, college level political science text to a more engaging and current issues based text.

This course has been offered for only two years at GBS. Information and data will need to be collected for several years in order to make more substantive assessments. After two years instructors have found that course enrollment for Political Science has generally been as anticipated. The students have been overwhelmingly seniors with perhaps 2-3 juniors per class. The predominance of seniors is considered a positive since the completion of U.S. History provides students with necessary historical background from which this course can build. The academic ability of students in the course has been very unexpectedly diverse. Originally conceived as a course for academically advanced students, interest in a politics based course has proven to be present across the student population. Though the majority of students are from the regular level, students from A.P. and remedial level courses also have taken the course. While this diversity has been challenging at times, it has engendered a truly “democratic” atmosphere in the class. Students have been exposed to the perspectives and concerns of a cross section of the GBS student body. The one area of concern in regards to enrollment has been the low percentage of female students taking the course. This year (2008) has seen an increase in female enrollment, though males still outnumber females almost 2-1. In past years the discrepancy has been even more striking. Overall numbers of students taking the course has averaged around 28 per semester resulting in one section per semester.

II. Recommendations

- To increase enrollment to fill two sections each semester. Increasing female enrollment would be a key step to achieving that goal.
- To improve the course continued research into strategies for improving student engagement in the political process is needed (e.g. - attendance at conferences and workshops to increase teacher awareness of programs and activities designed to “increase student engagement” in the political realm).
- The possibility of including students in workshops and conferences would be a positive addition to the course. Overall, the importance of developing active and engaged citizens has never been greater.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: Latin American History 161/162

I. Findings

This course has been offered for only two years at GBS. Information and data will need to be collected for several years in order to make more substantive assessments. In the two years that it has been offered enrollment has grown from an average of 50 students per semester (2006) to 75 students per semester (2008). This course has proven to be one that attracts a wide variety of students of varying ages, ethnic groups, English ability levels, socio-economic backgrounds, and academic ability levels participating in the same course and studying the same material. Because the classes are so heterogeneous, there is no way to say that students are properly prepared for the course or not. Instead, one of the foci of the course is to meet each individual student where he or she is and strive for individual improvement in reading, writing, interpretation of visual media, and understanding of the world throughout the semester. The heterogeneous composition of the class enriches the learning experience of all students as many different viewpoints are expressed on every issue and students are challenged to consider the perspectives of “other” people. Especially valuable to the course are the many Latino and Caribbean students who take the class. These students bring the stories and perspectives of their home countries to the class to give their classmates a more personal view of the countries studied in the course. One concern is the students coming from the TEAM program who are taking Latin American History as juniors and seniors. Whereas the majority has been successful, last semester there were three TEAM students who were not successful. Special consideration must be given to the placement of Team students in this course. Changes were made to the texts used in Latin American History for the 2008-2009 school year. Instead of using the Higdon and Nelson text Latin American History, students now use online resources that the IMC already purchases. These online databases allow students to choose different reading levels and to look up vocabulary more easily. They are also updated each year so that students are always provided with the most up-to-date information on Latin America. Instead of reading The Motorcycle Diaries, students now read Enrique’s Journey. The Motorcycle Diaries proved to be too difficult for about 40% of the students enrolled in the class and was the cause of more pain than learning. Therefore, a book with a much easier reading level and much more relevance to the lives of students was chosen.

II. Recommendations

- It is recommended that we purchase library loan Spanish-language editions of both Century of the Wind (one of the texts we use) and Enrique’s Journey for selected ELL students. As both of these books were originally published in Spanish, it’s probable that the books are even better in Spanish than in English. Also, reading in a language that these students understand better allows them to contribute to classroom discussion and complete homework. It also honors their native language and culture which makes them more apt to complete assignments.

- There is a strong need to incorporate more specific reading skills into the instruction of the class in hopes of supporting the students that struggle with challenging readings.
- There is a need to bring in more top-notch guest speakers from various Latin American countries that share their personal knowledge and stories, and enliven course discussion.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Investigate additional novels and short story resources

GBS Special Education Department Curriculum Report – November 2008

I. Introduction

A. Courses reviewed during past year

The GBS Special Education Department reviewed the needs of students, IEP goals and means of delivery through DLS math and consumer classes and the subsequent curriculum. The department also reviewed the needs of students regarding science class(es).

B. Process

The GBS Special Education Department met on several occasions primarily at department and team meetings to review needs and IEP goals of students enrolled in both math and consumer classes. Small groups of case managers also met to review the data regarding students' science course selection, accrued credits and class progress. Discussions revolved around individual and groups of students by need and/or grade level and means of delivery (i.e., type of sped services and programming). Feedback was obtained through these discussions and meetings along with IEP and transcript reviews.

C. Additional initiatives (outside of review process)

In addition to reviewing math, consumer education and science courses, the Special Education Department has continued a review of scientifically researched based methodologies used in classes. The recent federal and state regulations (Individuals with Disabilities Education Improvement Act (IDEIA) require that all methodology used in special education classes be scientifically researched based. We will continue to identify methodologies used and the research that supports these teaching methods.

Last spring, the district implemented staff development to all special education teachers on University of Kansas Reading Strategies. This was fairly well received by faculty, and we will continue to provide professional development this year in the area of University of Kansas Writing and Content Enhancement Strategies.

Furthermore, the district is offering an in-house graduate course teaching mathematics (algebra and geometry). We have several special education math teachers and instructional assistants that are enrolled in this course at the current time.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
Implementation of STEP goals in special education classes	Implementation of IEP goals in English and reading classes	Review of Related Services	Implementation of IEP goals through science /social studies classes	Implementation of IEP goals through Study Skills classes
Review of transition services				Review needs of students and study skills courses offered
Review of STEP curriculum	Review of English and Reading curriculum		Review of Science/Social Studies curriculum	Review Study Skills curriculum

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
STEP 20%	English and Reading 20%	Study Skills 20%	Math and Consumer 20%	Science and Social Studies 20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
N/A

Course or Initiative: DLS Math

I. Findings

- Some students need exposure to standardized test taking in the area of math to help diminish potential test anxiety. Feedback from case managers, students and the general education math teacher responsible for math assistance to special education has all been positive regarding the math pull-out/PSAE prep work established.
- Higher functioning special education students, if possible, need only to improve slightly to score better on standardized tests. This can continue to be addressed through skill development and practice along with direct instruction in test taking and the management of test anxiety.
- Lower functioning students continue to need instruction and practice on real-life math skills and a course progression to reflect their individualized needs. Transcripts should document this progression.

II. Recommendations

- Rename DLS math courses to reflect level of content covered (Practical Math, Math 1, 2, 3). Take away titles (Intermediate, Integrated, Algebra etc...) because specific titles can reflect a more content specific curriculum and not necessarily the needs of students and their IEP goals. (DLS Algebra or Geometry is not the same depth as general education and students may or may not be addressing all these skills depending upon IEP goals.) Renaming the DLS courses also allows students to readily enter a general education course such as Algebra and generates transcripts that more accurately reflect progression in coursework.
- Continue with PSAE math pull-out and preparation. Continue to have general education resources available for all case managers and special education teachers.
- Continue to reference state learning standards when authoring IEP goals and objectives.
- When applicable, strive to align the contained math course and the DLS math course content with that of general education. In addition, continue to collaborate with the general education math teachers regarding the content of the DLS “higher” level math classes with the goal of continuing to prepare students mathematically and with the needed work ethic in order that they may be successful in a general education math course.
- Increase student exposure to use of TI-84 calculator.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Possible summer 2009 Modifications to the curriculum			Time for review, revision, collaboration with gen ed

Course or Initiative: DLS Consumer

I. Findings

- Consumer Education continues to need to be offered by the GBS Special Education Department. Because it is a graduation requirement, students with unique identified needs must be offered the chance to access this part of the curriculum either through a DLS course (modified curriculum) or a contained course (flexible delivery and pace). Typically, the number of special education students needing a separate Consumer Education course has averaged 10-20 per year. This results in a need to continue to offer one or more sections within the Special Education Department.

II. Recommendations

- Continue to reference state learning standards when authoring IEP goals and objectives.
- When applicable, strive to align the Contained Consumer Education course and the DLS Consumer course content with that of general education. In addition, continue to collaborate with general education regarding content and materials.
- Continue to implement current Consumer Education curriculum. The only recommended curriculum changes would be to include up-to-date topics and review current consumer laws and trends while incorporating technology use and consumer habits as well.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Possible summer 2009 Modifications to the curriculum			Time for review, revision, collaboration with gen ed

Course or Initiative: DLS Science

I. Findings

- The Special Education Department at GBS does not currently teach any science courses. All students eventually enroll in Introduction to Biology and are supported significantly by a special education teacher. (Currently there is a .2 FTE allocated for this role.) As students successfully complete this course, they are able to earn 1.0 science credits and can, if able, enroll in another general education science course.
- A number of special education students (17-21) from the classes of 2006 and 2007 graduated with less than the now required 2.0 science credits for graduation. Had the science requirement been in effect for these students, graduation would have been in jeopardy due to their inability – perhaps due to disability – to complete the necessary science requirements.

II. Recommendations

- Continue to support students in the Introduction to Biology classes by supplying a .2 FTE to the biology team. This will allow special education students a general education class experience but also allow for the delivery of accommodations and modification necessary to meet their individual needs.
- Reallocate an additional .2 FTE to the Intro Chemistry classes to support students in a similar fashion thereby allowing students to successfully accrue the necessary 2.0 science credits for graduation.
- Continue to monitor student progress and consider once again offering DLS Science to special education students as the need arises.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Possible summer 2009 Intro Chem/Sped Modifications to the curriculum -Possible summer 2009 project to establish/revise from years prior the DLS Science curriculum		.2 FTE reallocated to TEAM / Intro Chem	